

ACCREDITATION OF LIBRARY AND INFORMATION SCIENCE
COURSES ON ESTABLISHING STANDARDS FOR ACCREDITATION
IN INDIAN UNIVERSITIES WITH SPECIAL EMPHASIS ON
ESTABLISHING STANDARDS.

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DEDICATED

TO

MUBASHIR AND SAMIYA

C E R T I F I C A T E
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This is to certify that the Ph.D. (Doctor of Philosophy) Thesis entitled "ACCREDITATION OF LIBRARY AND INFORMATION SCIENCE COURSES ON ESTABLISHING STANDARDS FOR ACCREDITATION IN INDIAN UNIVERSITIES WITH SPECIAL EMPHASIS ON ESTABLISHING STANDARDS" IS the original work of Shri ABDUL MAJID BABA, Department of Library and Information Science, University of Kashmir and that the work has been submitted for the first time. The work has been completed under my guidance. The Thesis is worthy of presentation for the evaluation.



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A C K N O W L E D G E M E N T S

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ABBREVIATIONS USED

- AA = Accrediting Agency
- AAC = Accreditation and Assessment Council
- AALS = Association of American Library Schools
- AGLIS = Association of Government Library and Information Systems
- AICTE = All India Council for Technical Education
- AIDS = Associateship in Documentation and Information Science
- AISC = Associateship in Information Science
- AIU = Association of Indian Universities
- ALA = Associateship of Library Association
- ALA = American Library Association
- ALA/COA = American Library Association/Committee on Accreditation
- ALISE = Association for Library and Information Science Education
- ALISS = Associateship in Library and Information Studies in Social Sciences
- AMU = Aligarh Muslim University
- BEL = Board of Education for Librarianship
- BHU = Banaras Hindu University
- Bl Lib.Sc = Bachelor of Library and Information Science
- BLISc = Bachelor of Library and Information Science
- CABE = Central Advisory Board of Education
- CATS = Credit Accumulation and Transfer System

CBA = Cost Benefit Analysis
 CDC = Curriculum Development Committee
 CLC = Campus Law Centre
 C. Lib/Sc = Certificate Course in Library Science
 CLIS = Certificate Course in Library and Information Science
 CNAAC = Council of National Academic Awards
 COE = Challenge of Education
 COPA = Council of Post Secondary Accreditation
 CSIR = Council of Scientific and Industrial Research
 CVCP = Committee of Vice-Chancellors and Principals
 DLIS = Diploma in Library and Information Science
 DOE = Department of Electronics
 DOEACC = Department of Electronics Accreditation Committee
 EC = European Community
 FLA = Fellowship of Library Association
 FT = Full Time
 GLS = Graduate Library School
 IASLIC = Indian Association of Special Libraries and Information Centres
 IATLIS = Indian Association of Teachers of Library and Information Science
 ICALISE = Indian Council for Accreditation of Library and Information Science Education
 ICLIS = Indian Council of Library and Information Science
 IGNOU = Indira Gandhi National Open University

ILA = Indian Library Association
INA = Information Not Available
INFLIBNET = Information and Library Network
INSDOC = Indian National Scientific Documentation Centre
IT = Information Technology
JMI = Jamia Millia Islamia
JNU = Jawahar Lal Nehru University
LAN = Local Area Network
LIS = Library and Information Science
LISE = Library and Information Science Education
M.Lib.Sc = Master of Library Science
MLISc = Master of Library and Information Science
NAAC = National Assessment and Accreditation Council
NASSDOC = National Social Science Documentation Centre
NBA = National Board of Accreditation
NEHU = North Eastern Hill University
NIIT = National Institute of Information Technology
NILIS = National Institute for Library and Information Science
NPE = National Policy on Education
PIS = Performing Indicators
PLIS = Panel of Library and Information Science
POA = Programme on Action
PPBS = Programme Planning Budget System

PT = Part Time

R&D = Research & Development

RILISAR = Rangnathan Institute of Library and Information
Science for Applied Research

SIS = Society of Information Science

SMIT = Sanjay Memorial Institute of Technology

SNDT = Shreemati Nalhibai Demodar Thackessey

UK = United Kingdom

UGC = University Grants Commission

USA = United States of America

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CHAPTER ONE

INTRODUCTION AND METHODOLOGY

INTRODUCTION AND METHODOLOGY

The sphere of higher education has been marked by a phenomenal expansion during the last four decades all over the world. It must also be accepted that doubt arises in the minds of scholars about the usefulness of university Education. The effectiveness of any system hinges on the system's ability to achieve its objectives. How satisfactory and successful the process is in achieving its objectives would indicate the quality or standards of the system.

A: OBJECTIVES OF THE HIGHER EDUCATION:

In order to remove the doubts about effectiveness of higher education, Education Comissions have been constituted in various countries and they have made extensive surveys and examined the basic issues.

According to Robbin's Committee Report of U.K. (1963), Higher Education should

- i) contribute to material prosperity;
- ii) promote general powers of the mind of the individuals;
- iii) pursue the search for truth; and
- iv) build up a healthy society.

According to Carnegie Commission on Higher Education set up in USA in 1967, the purposes of higher education are

1. Intellectual, aesthetic, ethical and skill development of individual students;
2. Advancing human capability in society at large;
3. Support artistic and intellectual creativity; &
4. Self updating of the society through individual thought and persuasion.

President, Dr. Radhakrishnan being basically a teacher and the philosopher and the Chairman of the University Education Commission in the University Education Commission Report (1948-49) stated "Education according to Indian tradition is not merely a means to earning a living, nor is it only a nursery of thought or a school of citizenship. It is an invitation into the life of spirit, training of human souls in pursuit of truth and 'Practice of Virtue'"

The report of the Education Commission (1964-66) outlines the functions of higher education as pursuit of truth, full development of the youth physically, intellectually, socially and morally with a sense of social purpose, to promote equality and social justice, and promote attitudes and values needed for developing the 'good life'.

While addressing the 37th session of the Central Advisory Board of Education (CABE), the then Prime Minister, Mrs. Indira Gandhi observed "The real purpose of education is to enhance the intellectual horizon and emotional

activities so that we may not only have better workers but also better human beings who are mature and who can face the growing challenge."

The National Policy on Education (NPE) (1986) states that education is a unique investment in the present and the future. The aim of higher education, according to this policy is facilitating the process of national development through its manifold tasks of generation, dissemination, utilization and expansion of knowledge. Specifying this goal, the NPE recommends fostering the spirit of national integration, international understanding, social responsibility, encouraging scientific temper, instilling innovative and creative thinking among students etc. as the objectives of higher education.

While speaking at the second convocation of the Jamia Hamdard University held on 4th July, 1994 the Prime Minister, Mr. P.V. Narasimha Rao said while a large number of Universities were coming up in the country, there was a need to enforce high educational system. He said it was sad that degrees awarded by many Universities were denied recognition even in some developing

countries. He urged the University Grants Commission (UGC), policy-makers and teachers to take note of this and ensure that educational institutions impart quality education. Mr. Rao said imparting standard education right from the primary level was the need of the hour.

B: SHORT-COMINGS/STANDARDS^{OF}:

Some of the remarks of the NPE on Higher Education are:

"The condition of universities and colleges is a matter of great concern to the nation"

"The facilities in the 6000 odd colleges vary widely but, on the whole, are far below the level of qualitative viability"

"Universities and Colleges are becoming notorious for rampant casteism, regionalism and in-breeding"

"The achievement of the university is judged not on the basis of the quality of its research or the competence of its students but by its adherence to the schedule for examinations and the prevention of forced closures"

"The present system of Examination has lost its credibility"

"College and University education lays excessive emphasis on teaching which often degenerates into dictation of unrevised notes prepared long time ago."

"Universities are no more than a part time occupation aimed essentially at the award of degrees, which have generally lost credibility and value".

"Accountability remains a concept without any content"

While discussing quality and education, the NPE says "That a quality conscious system would produce people who have the attributes of functional and social relevance, mental ability and physical dexterity, efficiency and reliability, above all, the confidence and capability to communicate effectively and exercise initiative, innovative ability and experimentation with new situations".

These statements, bring the opinion of eminent educationists, indicate, without any doubt, that standards of education and research in many universities in India are declining sharply. But we must also accept that there are no physical measures for evaluating educational standards as standards are subjective in nature. It is also true that there has been no large scale direct objective assessment of standards

of higher education over the years. But there are circumstantial evidence for down-ward trend in standards. All the statements quoted from NPE are conclusions drawn on the basis of such evidence.

Most of the Universities and Colleges work less than 100 days in a year and actual teaching days are less than 50. The evaluation system is faulty and the student, through a process of selection and elimination, can get through the examination by reading 50% of the prescribed syllabus from made-easy guides in the last 100 hours before the examination.

Most of the students including those at the Post-graduate level do not read text books or reference books or journals upto the level expectant of them.

Due to lack of reference for assessing standards of articles, many poor quality papers are being published in poor quality journals.

The results in the national level tests and other competitive examinations indicate the standard of graduate teaching.

It is reported that 3000 out of 6000 colleges are nonviable.

C: THE REASONS:

The reasons for the deterioration of standards in terms of quality are listed below from various articles on this subject by eminent educationists, viz. Malcolm Adiseshiah, Amrik Singh, K. N. Bhatnagar, D.A. Ghanchi, J. N. Kapur, Moonis Raza and Majorie Fernandez. (Collected from articles published in Journal of Higher Education (UGC) and University News (AIU)).

1. Rapid unplanned expansion, inadequate inputs in terms of money, material and talents;
2. No comprehensive policy;
3. Timid and unchallenging curriculum;
4. Uninspiring and demotivating classroom interactions;
5. Resistance to change and innovation by the system;
6. Unmotivated students, undedicated teachers;
7. Crazy rush for degrees;
8. Brain drain - the cream of the student community attracted by foreign countries;
9. In-breeding and parochialism in selection of teachers;
10. Inadequate work pattern, work ethics, and work tempo;
11. Lack of professionalism;
12. Facilities for corporate life - non-existent;

13. Low level of aspiration among all concerned;
14. Crisis of confidence among the various participants of the system;
15. Under-performance syndrome;
16. A climate of alienation, generating attitudes of apathy, negligence and hostility towards the system;
17. A vulgar craving for gains without exertion;
18. College^s established more for non-academic reasons, such as caste, community or political patronage;
19. Exploitation of students in the name of tuitions;
20. Students, not averse to resorting to malpractices to get the degree, not bothered about learning or academic scholarship;
21. Parents, not averse to use their influences for unfair admission and unfair marks;
22. Demographic pressures, aspirational explosion, educational aberration, political contamination, economic compulsion, managerial inadequacies; &
23. Lack of will power on the part of the UGC and universities to curb unhealthy practices and and disaffiliate sick institutions.

The three criteria recommended by researchers to judge standards in higher education are adequacy, dynamism and international comparability. Adequacy implies that instruction should be based on identified objectives, dynamism would judge whether instruction changes according to the changing demands of the situation, and international comparability would examine how our students compete with

their counterparts in other advanced countries in terms of their motivation, knowledge, competencies and abilities as problem shooter. If we use these criteria, we do find that our higher education has not served the goals of national development, it has not helped the growth of the country's economy but has actually impaired and impeded the growth of economy by its inefficiency, low productivity and wastage of resources.

The university system is so rigid that in spite of the many recommendations made by the various commissions, the curriculum has not responded to the changing demands. In terms of international comparability our degrees are not recognized by the advanced countries and in terms of knowledge and competence, there is only a small minority of quality students from the few institutions of excellence. The NPE states, "a preponderant majority came out of institutions of higher education, perhaps with a little more of book learning and of course a degree but with very little capacity for self study, poor language and communication skills, a highly limited world view and hardly any sense of social or national responsibility".

D: SHORT COMINGS OF STANDARDS IN LIBRARY EDUCATION:

Today, there are over 80 Universities in India having

library education programme at under-graduate and post-graduate degree levels. Together they produce about 3000 B.Lib. Sc. and M.Lib. Sc. degree holders annually. Every year a few Universities start new library science courses and then add M.Lib.Sc. Course after a few years. Over and above the University level library education, a large majority of the state library associations and several other professional associations conduct short term courses. In addition, Indira Gandhi National Open University and a few other Universities are conducting B.Lib.Sc and M.Lib.Sc. courses through their Directorate of Correspondence Courses. Proliferation at this speed and level has naturally resulted in sacrificing the quality of the training programmes. There is no system of accreditation of these fast changing professional courses. No individual or organisation - public or private has raised alarm at the colossal wastage of resources in churning out this huge manpower, a large section of which are frightfully under-employed or unemployed. The situation is likely to worsen with every passing year if some drastic step is not taken immediately.

Up to the end of 1990s a major part of the Indian library systems would be using computers in most of their library operations and also establish closer linkages through Local Area Network (LAN) and global communication networks. These are inevitable. The most satisfying feeling

is that today majority of the professionals are aware of these forthcoming changes and a very small section are consciously making moves to achieve this goal.

This future scenario would enforce us to seriously give a second look at the existing library education programme in India. "It must be accepted by all those responsible for professional education of a wider responsibility than merely producing practitioners for the situation as it is today; a professional school must also indentify future professional trends and needs and prepare practitioners to meet them. In other words, it should lead rather be a pale reflection of it." (W. L. Saunders)

There cannot be two opinions on the view that today we have too many institutions producing too many stereotyped library professionals who may not be fit enough to meet the future professional challenges. Already a large section of them are waiting to get an opening in the job market. The situation is likely to worsen every year if the present trend continues.

B: PURPOSE OF THE STUDY

As all of us are aware that great interest is shown at the various conferences/seminars in the possibility of

devising academic standards for the Indian Library and Information Science Training Programmes. The issue of standardisation of Library and Information Science education is hanging with the Academic authorities for several years without reaching any positive conclusion. Presently, the standardisation of Library Science Education is burning issue among the Library and Information Professionals; and professional institutions conducting Library Science Programmes.

People in University Library profession have observed that the need for establishing the standards for accreditation at the national level was uppermost in the minds of the Library and Information Science Professional and academic community. Accordingly, this topic was assigned to me for pursuing Ph.D. in Library and Information Science under the guidance of Prof. M. L. Wali, Head, Department of Library and Information Science; and Dean, Faculty of Arts, University of Kashmir.

F: OBJECTIVES OF THE STUDY:

The main objectives of the study are:

1. To study the concept, implications and ramifications of the term accreditation;

2. To study accreditation and its impact on Higher Education;
3. To review the accreditation programmes in Library and Information Science Schools in different countries;
4. To examine the possibilities of having a programme of accreditation of Library and Information Science schools in India;
5. To evolve standards for accreditation;
6. To formulate guidelines, manuals and evaluation procedures; and
7. To evolve a National Policy on Library and Information Science Education.

G: RESEARCH METHODS AND INSTRUMENT:

The survey method of research was used in collecting data for this study. A questionnaire proved to be the more practical and economical approach because of the geographic location of Library and Information Science Schools in India. Since no suitable instrument was available, the investigator had to develop one to be used in this study. A few techniques used in related studies were examined. Information and ideas from these sources were utilized in preparing the preliminary draft of the questionnaire. A final draft of the questionnaire as approved by the guide was then devised incorporating his comments and suggestions.

The final draft of the questionnaire (Appendix III) consisted of ten pages covering different aspects such as Faculty, Courses, Admission requirements, Duration of the Courses, Governance, Financial matters and Physical Resources of the LIS Schools. The questionnaire contained separate section about the accreditation.

Personal acquaintance of the guide and the investigator with many of the Head of the LIS Schools in India greatly facilitated the survey. Considering the disturbed conditions in J&K State, mailing problems, and distances involved, the response was surprisingly quick and high. The questionnaires were sent by post to the Heads of LIS Schools in October, 1993. By the end of January, 1994, most of the questionnaires had been returned. Only one follow-up letter was sent to those schools who didn't response in time. Few more questionnaires were received after the follow-up letter was sent. Since the response was already high, it was decided not to pressure those LIS Schools who were among non-respondents. In spite of that, it was tried to get the information about their schools from the other latest sources. Most of the non-respondents appear to have been people who were either "too busy" or

and hence
 generally indifferent to appeals for co-operation. Although it was not possible to exactly classify the non-returns, personal knowledge of LIS Schools in the sample indicates that the questionnaires returned are true representative of the total sample.

H: REVIEW OF LITERATURE:

To get acquainted with the problem area and to define it, the investigator made a search in the secondary information sources in the field of Library and Information Science, i.e. Library Literature, bibliographies on Library Education, Library and Information Science Abstracts etc. and few primary sources not covered by the secondary information sources. In this way the investigator prepared an exhaustive bibliography of articles and documents (Micro as well as Macro documents). After preparation of bibliography, the investigator reviewed the literature from the primary documents with the feeling that "..... the existing knowledge can be further advanced or enriched by integrating or linking the past ideas with the new ideas or linking (and that)..... every research project should be based on all of the pertinent as well as relevant ideas, theories and research that have preceded it".

The Micro and Macro documents consulted for the compilation of this study include back as well as current issues of Journals, Yearbooks of various associations, seminars/conference proceedings, directories, reports of ministries, reports of various committees/commissions, prospectus of different Library Schools of India.

CHAPTER TWO

DEVELOPMENT OF LIBRARY EDUCATION

ABROAD AND IN INDIA

DEVELOPMENT OF LIBRARY EDUCATIONABROAD & IN INDIA

While going through the development of library education, it is essential to look into the reasons which gave birth to library education or library school. It was gradual development from personal collection libraries of monarch or very rich people to organised library system for public, academic institutions and research centres.

The organised librarianship brought with it certain pre-requisite of methods of preservation and circulation of documents among selected clientele. Another factor which was responsible for the art of librarianship as it was called in earlier stages - was the adoption of certain methods of arranging documents and its proper indexing i.e. cataloging to enable the user to locate the books, which had grown in larger numbers with the invention of printing and other method of multiplication of documents.

The tremendous increase in the output of the world's printing presses made, and continue to make, increasingly complex and difficult the mere task of collecting, arranging and disseminating; the rapid development in the nineteenth century of many new fields of knowledge; the

almost universal rise in the general educational level of the people and the spread, in many quarters of the globe of the idea and the ideals of democracy changed the order concept of a library as a place primarily for the preservation of books for the chosen few to one of an educational storehouse of knowledge guidance and inspiration for the many.¹

The idea of libraries for the classes gave place to the idea of libraries for the masses.² The man, who more than anyone else, was responsible to clothe this new idea flesh and blood and to breathe into his nostrils the breathe of life³ was the librarian. Obviously he, "... needed a great deal more education and technical knowledge of many sorts than did his predecessor, and the library world discovered, as law, medicine and other professions had discovered, that the necessary education could be more easily, efficiently, comprehensively and cheaply acquired through formal schooling than it could...by means of an apprentice system."⁴ Time was when the young practitioner began ~~out~~ drawing the doctor's horse or sweeping out the lawyer's office; today he must attend a professional school ... that system (of apprenticeship) is now become obsolete.⁵

Thus we observe the origin of the library education/ library school in the latter half of the nineteenth century.

In 1829 Martin Schrettinger (of Munich) emphasized the value of training in special library schools. He wrote:

No man with a literary education, however highly educated he is, even if he is a great scholar, is fitted to be a librarian without a special study, preparation and practice.

Anton Klette made his extensive plea for library training in Germany in 1871.

In 1874 Rullman (Librarian of the University of Freiberg) outlined a 3 year University Course in Library Science.

A: Development of Library Education in the United States of America:

The development of library education in the United States of America may be categorised into two significant periods - the 1880s and the 1920s.

In 1880s: The credit for the most important event of this period goes to Melvil Dewey. It is the establishment at Columbia of the first library school in the English speaking world on 5th January, 1887.⁶

Two significant decisions were involved in the establishment of this first school: (1) American librarians, after full and careful consideration,

decided in favour of educating librarians through a professional school in preference to apprenticeship in libraries; (ii) They approved a thoroughly practical curriculum embodying best practice, with little consideration of theoretical studies.

Both of these decisions have had important consequences, the effects of which are still evident. As a result of the first decision, the foundation for the present system of library schools was formally established, contrary to the English system of apprenticeship which continued unbroken until 1919 and is still preferred by many English libraries To this decision, more than to any other are thing, may be attributed to American's acknowledged leadership in the field of modern library procedures.⁷

When Dewey outlined his proposal for a school of Library Economy at a meeting of the American Library Association in 1883, almost everyone else in that august body opposed him. In a barred attack on Dewey, William F. Poole said:

I have entertained the idea that practical work in a library ... was the only proper way to train good librarians.⁸

Justin Winsor thought that:

Practical experience in a good library is the best preparation for librarianship.⁹

Dewey carried his point against such stalwarts and his mission to prefer the library school to a system apprenticeship was achieved.

Though Dewey had preferred the school to the library as the place for training, the content and method of his course was not to be very different from apprenticeship. In fact he described the new course as a "systematic apprenticeship" and outlined its aims:

Its aim is entirely practical, to give the best obtainable advice with specific suggestions on each of the hundreds of questions that rise.¹⁰

This preoccupation with practice and neglect of theory has been severely criticised by CC Williamson¹¹, J L Wheeler¹² and J P Danton¹³. In fact library literature is so full of this criticism that it may not be very out of place to say that the history of education for librarianship in the USA is a record of the continuous and systematic efforts made to liberate the library school curriculum from the shackles of the "Thoroughly practical" tradition of Dewey and to raise it to the status of a professional graduate study with due emphasis on principle and theory.

In 1920s: Carl M white¹⁴ describes the 1880s as the seed-time in education for librarianship. This era of

firsts - starting of the first professional association, viz. the American Library Association in 1876, the publication of the first professional journal, viz. the library journal in the same year and as we have already seen, the establishment of the first library school in 1887 - was indeed a most fertile seed-time. The next important period, a period of flowering, was the 1920s. Four significant factors may be noticed here: (i) Williamson Report 1923 which was published in September, 1923. No other single document has perhaps influenced later development of education for librarianship as this volume; (ii) Board of Education for Librarianship 1924, one of the recommendations of Williamson was the creation of a national accrediting body. This was given effect to by the American Library Association in 1924 when it established the Board of Education for Librarianship. This is the second significant event in the 1920s. (iii) The third factor, is the noble and exemplary role of the Carnegie Corporation of New York. In the first half of the 1920s the Corporation started its "Ten year programme of Library Service" which involved an expenditure of five million dollars, most of which was for the improvement of education for librarianship. (iv) Directly arising out of the benevolence of the

Carnegie corporation was the establishment of the Graduate Library School at the University of Chicago in 1926. This event, forming the fourth major factor of the 1920s.

B: Development of Library Education in the United Kingdom:

When we examine the development of education for librarianship in the United Kingdom, we are struck by a few similarities but no less are we impressed by the strong differences, it has with education for librarianship in the United States of America. Both have their beginnings in the 1830s and both make a big leap forward in about the 1920s. Both move, though not with equal speed, towards making the library school an integral part of the University.

We shall trace the development of Education for librarianship from the 1830s to the 1960s under the following periods and land marks:

1. The period from 1881 to 1919
2. The London School of 1919
3. The post-war period of full-time scholars
4. The winds of change in favour of University Schools
5. The role of the Association of British Library Schools.

B:1 Period from 1881 - 1919:

From the very beginning it is the Library Association that is the pioneering champion of library training in the United Kingdom. In 1881, just four years after it was established, a special committee of the Association was set up to draft a syllabus. In 1884 the syllabus was approved and in 1885 the first examinations were held at London and Nottingham.

The initiative of the Library Association in this regard was greatly boosted up by the Royal Charter of 1898. The tenth objectives of the Association under the Charter was:

To hold examinations in librarianship and to issue certificates of efficiency.¹⁵

The official 'Register of Librarians' was inaugurated in 1909 and in 1914 Fellowships (FLA) and Associationships (ALA) were introduced.

But, the Association, was as yet largely incapable of providing training and merely conducted the examinations. Part-time courses, notably the one conducted by the London School of Economics between 1902 and 1917 (the school was not yet a part of the London University) and the correspondence

courses organised by the Association from 1904 (taken over by the Association of Assistant Librarians in 1934) were all that was available in the name of professional education.

B:2 The London University College Library School 1919:

Viewed against this black background the starting of the first library school at the University College London in 1919 is a supremely important point of departure. J. C. Harrison points out its importance in the following words:

For the first time in the history of education for librarianship in Britain, there were now to be found full-time students at a full-time professional school under a full-time director and all within the walls of an institution of University rank.¹⁶

B:3 More Full-time Schools:

Immediately after world War II between 1946 and 1950, nine new full-time schools were established. They were all located in sub-university level technical and commercial colleges. Nevertheless the opening of these schools as well as the revision of the syllabus in 1946 were both epoch-making. They meant that new frontiers of library education were at long last within reach.¹⁷

B:4 Winds of Change:

It is said that traditions, including bad ones, die hard in Britain. Previously, there was tenacious opposition of British universities to vocational studies within their walls. But already the winds of change had begun to blow and they were blowing through even the most hallowed halls of the most ancient of the universities.¹⁸ In 1962, the Vice-Chancellor of the Sheffield University proposed a "Post-graduate school, offering its own qualification".¹⁹ True, one sparrow does not make a summer. But in the next year Queens' University, Belfast, announced its "full-time school of librarianship... for graduates".²⁰ Clearly the die was cast in favour of post-graduate library education because, "in Britain as elsewhere, it is so obviously the wave of the future"²¹

B:5 Association of British Library Schools:

A fact that might appear strange to Indian and American observers is that "participation in the setting of examination papers or in assessing the results is still denied to the teaching representatives."²²

C: Development of Library Education in India:

S.R.Ranganathan has given the four phases regarding the teaching of library science in India. These are:²³

Phase 1 : Dawn of teaching of library science: American Heritage;

Phase 2 : Teaching of library science strikes root;

Phase 3 : Master's degree;

Phase 4 : Another line of phase 2.

The development of library education in India will be examined under the following two headings:

1. Pre-Independence;
2. Post-Independence.

C:1 Pre-Independence:

We have seen that the first library-school in the English speaking world was established at Columbia in 1887 by Melvil Dewey. It was in the fitness of things that the first course in librarianship in India should be treated by a disciple and colleague of Dewey in the Columbia School, William Allanson Borden. During one of his visits to U.S.A. the enlightened Maharaja of Baroda, Sayaji Rao III was greatly impressed by the advanced condition of library service in that country. He decided to develop library science in his own state and appointed Borden as Director of libraries. As part of his comprehensive plans for library development for the state, Borden instituted a librarianship course in the state central library at Baroda in 1912.²⁴

Borden left India in 1913. His school did not last long thereafter.²⁵

The next library school, the one started in 1915 at Lahore, was again by an American, Mr. Asa Dan Dickinson (Librarian of the Pennsylvania University) in organising Punjab University Library.²⁶ In that year he also established a class in library science and wrote his Punjab library primer as text book for the class. This class was continued for a few months each alternate year for nearly two decades. But its influence was mostly confined to the Punjab.²⁷

The training classes in Baroda and Lahore were largely turned on equipping young men with a knowledge of library routine, for these schools were meant mainly to run the libraries established in their respective areas. The time was not yet ripe to develop library science as an intellectual discipline starting from basic laws through a a priori method at one end and from actual experimental and observational work through empirical methods at the other end.²⁸

By the 1920s we see the vibrant personality of Dr. S. R. Ranganathan giving his dynamic leadership in India. In 1929,²⁹ under the auspices of the Madras Library Association, which itself was largely his creation, Dr. Ranganathan started a short course in librarianship. In 1931 the Madras University,

whose library Dr. Ranganathan was then heading, took over this course and conducted it as a certificate course. In Dr. Ranganathan's words:

The objective of the school was more to establish a modern library outlook than to teach library technique. But that outlook was introduced through the medium of library technique.³⁰

In 1937³¹ this certificate course was raised by the University to a one year post-graduate Diploma Course, which continued till 1958 when it was converted into a Bachelor of Library Science Course at Aligarh Muslim University, Aligarh.

Two other library pioneers were responsible for starting library training in Bengal. In 1937, the Bengal Library Association started a summer course under the leadership of Kumar Munindradeb Rai Mahasai. K.M. Asudullah the Librarian of the Imperial Library Calcutta started a library course in 1935. Later several Universities started library science courses - Banaras in 1941, Bombay in 1944 and Calcutta in 1946.

C:2 Post-Independence Period:

In this period we see the starting of library science courses in several other universities - Aligarh in 1951,

Baroda and Nagpur in 1956 and Vikram in 1957. But the most significant events were the establishment of the Department of Library Science in the University of Delhi and the institution of the Sarada Ranganathan Chair in the University of Madras.

C:2.1 Department of Library Science, Delhi 1947:

Before 1947 all the library science courses were being conducted in University libraries, by the library staff teaching on a part-time basis in addition to their full-time library work. But, thanks to the vision and initiative of Sir Maurice Gwyer, the then Vice-Chancellor, for the first time in India a full fledged Department of Library Science was established in the University of Delhi in 1947. Dr. S.R. Ranganathan was appointed as the Professor of Library Science. Master of Library Science and Ph.D. Courses in library science were started.

This at once placed the University in the Vanguard of library teaching and research in India. The Department was conceived as a national institution and the courses were conducted from 1948 to 1954 by part-time teachers and a full-time honorary teacher, Dr. Ranganathan. Since 1958, however, the University Grants Commission has strengthened the teaching resources by sanctioning the appointment of one full time reader, a lecturer and a part-time lecturer.

At the same time the Government of India set up the Institution of Library Science at Delhi University within the existing Department of Library Science as a part of its second five year plan, to train librarians in large numbers for the public libraries, and to conduct research in librarianship. As a result of this co-operation between the Government and the University, it has been possible to create for the first time in the country a full-time school of library science. The institute was discontinued and its staff became the staff of the Department of Library Science.³²

The establishment of the Department of Library Science and later the Institute of Library Science in the University of Delhi was a historic step, comparable to the opening of the London University College Library School in 1919 and the establishment of the Chicago School in 1926.

C: 2.2 Sarada Ranganathan Chair in Library Science 1957:

In 1957 came the other great event - the gift of one lakh of rupees by Dr. Ranganathan to the University of Madras. This was a most gracious act which, if not in terms of the amount at least in the spirit of the gift can be compared with that of Andrew Carnegie's munificence. In

fact it is even more praise - worthy than Carnegie's gift.³³ What Dr. Ranganathan did was a "supreme act of setting apart (his) life's savings"³⁴ The University of Madras gratefully accepted the gift and showed good responsive gestures by adding to it another lakh of rupees. The University Grants Commission gave a third lakh. Thus with an endowment of a total of three lakhs of rupees the Sarada Ranganathan Chair of Library Science, "the first endowed professorship of library science in the Commonwealth" was established in the University of Madras.

At the end of this chapter it is essential to mention it here/that like Melvil Dewey in USA, we had a prototype of his nature, devotion and leadership in Dr. S.R. Ranganathan. He laid the pattern of education in India of his own, being the pioneer, innovator, propounder of new thought, a crusader and everything that library science stands for. Unlike Dewey, he contributed to almost all aspects of library and information science. He was the founder of the pattern for post-graduate diploma in library science from Madras University in 1937 and advanced training programme leading to M.Lib.Sc. from Delhi University in 1948 and doctorate programme in 1954. His pattern of library and information science education adopted by UGC through its Review Committee

on library science is also a great contribution.

The present position of library and information science education in India is given in Chapter five.

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CHAPTER THREE

ACCREDITATION AND ITS IMPACT ON

HIGHER EDUCATION IN GENERAL

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A: ACCREDITATION

Accreditation is a system for recognizing educational institutions and professional programmes affiliated with these institutions for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve. In the United States of America, this recognition is extended primarily through non-governmental, voluntary institutional or professional associations. These groups establish criteria for recognition, arrange site visits and evaluate those institutions and professional programmes which desire recognition status; and approve for recognition those which meet their criteria.¹

According to Kent and Lancour, "Accreditation refers to approval or recognition of one party by another on the basis of some standard".

Further, we can say that the establishment of standards for professional education and evaluation of specific educational programme in the light of these standards are called 'accreditation'.

A:1 Foundation of Accreditation:

First, the need of accreditation was felt in the USA due to the certain factors. The factors responsible were:²

- i) Rapid growth;
- ii) Many autonomous institutions;
- iii) Absence of government control;
- iv) Political philosophy of freedom;
- v) Insistence on non-interference in educational affairs, etc.

Keeping in view these factors, William K. Seldon, Executive Secretary of the National Commission on Accreditation states:³

The singular combination of factors in this country which encouraged the development of accreditation were diverse. A wide geographical spread of population with slow communication and transportation supported the establishment of numerous colleges. Mostly funded by different protestant denominations and later by the Roman Catholics as well, none wished to be subject to standards established by any other denomination or even by governmental authorities. This attitude coincided with the political philosophy on which this nation was founded and with the latter laissez-faire attitude which permeated both the economic and the political life of this country for so many decades. As a result, institutions were founded to meet the desire of every denomination and

the pride of almost every country. With exceptions in a few states, governmental restrictions were seldom imposed. Shoddiness, even fraudulence in education became so wide spread that some action became necessary. The federal government was not empowered to act and concerted state action was only a remote possibility.

By the end of the nineteenth century, the number of colleges and universities was increasing rapidly, different types of post-secondary schools were being created to meet the multiplying needs of society, more students were attending a large number of high schools, and programmes of study were being diversified... At that time, there were no commonly accepted standards for admission, courses of study, length of school year, or even definitions of what actually constitutes a college. It was during this period that the demands on the part of high schools for some uniformity in college admission requirements, and the needs of the better colleges for protection against the shoddy institutions, laid the basis for the organization of regional associations of colleges and secondary schools. In the mean time the maintenance and enforcement of standards by these organizations was carried out by membership requirements based upon accreditation.

At about the same time some of the professions were taking the initiative in demanding improvement in professional educational and the elimination of proprietary institutions. As a measure of protection for the public, as a means of improving professional schools, and as a method of attaining their own professional ambitions, these professional associations likewise adopted the

practice of accreditation. Here again non-government agencies were forced to do what government was not able or not permitted to do.

Accreditation took some shape by 1914⁴ in USA after a series of on and off activity and after several decades of introspection there evolved a system which recommended definitions, having testing programmes for the college entrance and eventual nationalising of accreditation first at the secondary school level and then for colleges and Universities through the expansion and linking of regional accreditation associations. Various institutional and specialised accrediting bodies were formed over the years. The period between 1862 and 1914 during which the Land Grant Act was passed has been of immense importance to the American higher education. A second Land Grant Act providing for Black institutions (1890), creation of Carnegie Foundation for the Advancement of Teaching (1905), founding of Association of American Universities, Association of American Law Schools, College Entrance Examination Board (1900) and founding of the Association of American Colleges (1914) are some of the major developments. Accreditation not only was a product of this period but also shared the characteristics of the society. The term higher education (degree-granting Colleges and Universities offering traditional academic programmes and mainly serving full time students)

has slowly been replaced by the term post-secondary education which includes the Universities, 4 year degree Colleges, two year degree Colleges and community Colleges. A variety of non-traditional institutions have started awarding degrees on the basis of credits and started offering a variety of non-credit education programmes. All these had to be evaluated by the process of accreditation. Until world war II the accreditation community consisted of six regional associations and a few major professional associations. By the year 1982 the Council of Post-Secondary Accreditation (COPA) had recognised fifty one accrediting bodies and also identified more than seventy additional organisations which were operating without recognition. There is a radical change in accreditation over the decades which obviously is in favour of the educational institutions. Some leaders in accreditation are trying to enable the institutions to state their educational objectives, and develop means for evaluating their achievements, a mechanism by which accrediting bodies can work in collaboration than as a completely independent unit. Accreditation began with the task of defining educational quality and developed into a process that advances educational quality. Essential elements in the accreditation process thus are (i) a clear statement by the institution of its educational intentions, (ii) The conduct of a direct self study focused on the achievements of those intentions, (iii) An onsite evaluation by a selected

group of peers, and (iv) A decision by the independent accrediting commission. The purposes of accreditation are to see that the educational institutions are adhering to the set out plan of academic programmes have proper infra-structural facilities, competent faculty and also to proper guidance and counselling facility wherever needed to the institution. The other purposes of the accreditation are:⁵

- i) To foster excellence in education to the development of uniform national criteria and guidelines for assessing educational effectiveness;
- ii) To bring in the concept of accountability;
- iii) To assist in improving to self-study and review;
- iv) To gain confidence in the community that institution has appropriate objectives, maintains conditions which enable it to achieve them and is accomplishing them in a great measure.

Institutional accrediting bodies help an institution look at itself as a whole while specialised accrediting bodies generally will review institutional objectives and the relationship of the programme to the total institution but mainly focus on programmes and are more likely to have fairly specific standards. Accreditation focuses on educational quality and institutional integrity. Basic to the

accreditation process are the institutional self-study and external peer evaluation. The accrediting associations have adopted the view that the best qualified persons to make these value judgements are peer-educators and others who are involved in and devoted to post secondary education.

During the 1950s and 1960s after World War II many new institutions of post secondary education were established mainly with the societal belief that only through education one can be provided opportunities for greater social and economic mobility. Due to rapid technological changes number of new educational programmes have been developed. The decade of 1970s was one of the accountability and regulations due to the guarantees demanded by consumers. Beginning 1980s due to the decline in the traditional student enrolments institutions have planned for stable enrolments and retrenchments in the faculty which resulted in the review of existing programmes with greater concern for qualitative outcomes and reaching out for non-traditional student clientele. These developments and other such factors have combined to impose severe burdens, constraints and demands on accrediting bodies, particularly institutional accrediting bodies.

A:2] Non-Governmental Process:

Even though accreditation is a process undertaken by Autonomous bodies, yet Federal and state governments,

professional organisations and certain educational institutions have tried to depart from the accepted principles of accreditation. In spite of the fact that many institutions of higher education in USA are privately maintained through endowments and high student fees they still manage to get federal and state funding through students fellowships and various research programmes. The federal government in turn tries to make use of the accreditation data to determine the eligibility of the institution for funds. This has led to a situation where every institution tries to get accredited even though it is voluntary and a large number of accrediting agencies have been floated sometimes solely with the idea of accrediting institutions of their own. Many industries and philanthropist organisations have also started considering the accreditation of the institutions and programmes as a tool for determining the eligibility for funding. Accreditation reports which are to be confidential were asked to be made public by the legislators and government agencies which obviously is not in the interest of the institutions. Even though many states through their statutes authorise the education department to accredit colleges and Universities, the normal accreditation process is carried out by an autonomous agency. No government approval is necessary for the formation of an accrediting body except that they have to obtain a charter

to operate as a non-profit corporation or association from the concerned state. There is a community interest & for the accrediting body and this body has a strong influence of cost-benefit balance. The most important part of the community interest are: The chief executive of the institutions, the faculty, the student groups, employers of the graduate students and various professional societies and also closely related accrediting bodies.

A: 1.2: Other Components:

In addition to the accreditation process the institutional evaluation in USA has many other components. Notable among them are:⁶

- i) State Institutional Licensing and Review: This is present in around 40 states in different degrees. In some states this is largely coordinated with the regional institutional accreditation process.
- ii) Regional Institutional Accreditation: Virtually all non-profit and small number of degree granting state approved profit seeking institutions are evaluated every five years by the autonomous regional accreditation system. The institutions receive a major review every ten years and a review of minor changes made and plans for the future at the alternative five year term.

iii) Institution - Initiated Evaluation and Planning System

The processes are locally initiated and maintained and the inherent desire of the institution and the faculty to raise their own standards makes this system worth experimenting in other countries. Outside experts are called as consultants and evaluators. The programmes are also evaluated by different systems

A:2. Accreditation in U.K.

There is a marked difference in the educational evaluation in USA and other countries. The major difference is that US higher education is mostly a non-governmental or autonomous enterprise whereas in most of the other countries education and essentially its funding is controlled by the government. In US and UK the terms University, College and Quality have different connotations. Sixty percent of the eligible go to higher education in US, even though fewer than two thirds graduate. The British system is highly selective, only 15 % of the high school graduates being admitted to the institutes of higher education and all of them are full time students. Standards of degrees from British Universities have to be the same, with a very high academic level. In Britain an approximate parity exists between degrees and even their graduations. This adherence to an academic old standard is strictly guarded. Various organisations keep track of the academic quality. The Department

of Education and Science plays a major role. They have different funding councils which also keep an eye on the quality of education imparted. The polytechnics and Colleges funding council, the University Grants Committee and the recently created University Funding Council are some of the main sources of funding. The Advisory Board of Research Council, the Council of National Academic Awards (CNA) and the Committee of Vice-Chancellors and Principals also monitor the academic standards. External peer evaluation (External Examiners) is a major factor in the British educational system. The most effective guarantor of academic standards in UK happens to be the academic strength and the responsibility of the staff coupled with a system of external examinations as practised by the University. The public sector institutions of higher education in the UK continue to place great emphasis on the collective maintenance of academic standards. Performing indicators (PIS) are gaining importance in UK even though there is some apprehension that it may cut into the autonomy of the institution. Application of non-profit performance evaluation techniques such as programme planning budget system (PPBS) and cost benefit analysis (CBA) to the institutions of higher education were not found to be feasible. Relevance, verifiability, freedom from bias and quantifiability must be part of PIS. Jarratt report in 1985 stated that Universities

make little attempts on a regular basis to appraise academic staff with a view to enhance their personal development and successful planning within the institution. It further added that a regular review procedure, handled with sensitivity would be of benefit to staff and to the University as a whole. In considering the form of staff appraisal system for a University the committee identified three objectives:

- i) Recognition of the contribution made by individuals;
- ii) Assistance for individuals to develop their full potential as quickly as possible; and
- iii) Assistance of the University to make the most effective use of its academic staff.

The committee recommended an annual review on this basis as is the practice in the best staff development system used elsewhere. Jarratt report and the government concern about the preservation of academic quality made the committee of Vice-Chancellors and Principals (CVCP) establish a committee and many of their points are incorporated in the CVCP/UGC (1986) list of performance indicators.

The contrast between the UK and USA helps to explain the delay in the development of FIS in UK. The American

system is regarded as a mass system with open access in contrast to the elite system in the UK with its low age participation rate and high entry standards. The American post secondary education is extremely large and has a highly diverse patch work of institutions that differ greatly in quality, character, purpose, in size, complexity in fiscal stability and in sources of funding.

A:3. Accreditation in India:

Since the 1950s the All India Council for Technical Education (AICTE) has been obliquely making references to the word accreditation as a substitute for what was prevalent in the country as a regulatory mechanism.

Some thought was entertained by the Association of Indian Universities (AIU) in the 1970s, but the matter was shelved for the time being.

The University Grants Commission (UGC) has proposed formation of an Accreditation Council as a mechanism for maintaining standards.

After AICTE became a statutory body it has announced the formation of a National Board of Accreditation.

Some four years ago, the Department of Electronics (DOE) launched a scheme called Department of Electronics Accreditation Committee (DOEACC). The scheme is designed to take up the computer training programmes operated by the training industry in the country and extend governmental recognition for such of those in the Industry who fulfil the requirement prescribed by DOEACC. While going through the National English Daily Newspaper "The Times of India" June 17, 1994, the heading reads as "18 NIIT Branches Derrecognised" and the contents are stated as:⁷

The government has derrecognised 18 branches of the National Institute of Information Technology (NIIT) and 28 other computer "teachings shops" across the country after their failure to adhere to certain minimum standards.

The institutes were given a three year government accreditation in 1990 to conduct basic computer courses as part of a scheme to meet the increasing shortage of computer professionals. The accreditation was given by the department of electronics (DOE) through the scheme DOEACC.

DOEACC sources said the accreditation was withdrawn because these institutes did not send their students to the tough national examinations to qualify for 'O' level certificates.

The DOEACC co-ordinator, Brig (retd.) V.M.Sundaram, said the accreditation was even extended by a year but the institutes failed to make use of the opportunity. The DOEACC had stipulated that each accredited branch should field at least 25 candidates and 40 per cent of whom must pass, on consecutive occasions to retain

the provisional accreditation granted in 1990.

Apart from 18 NIIT branches, the derecognised institutes include five of Datapro Information Technology, three each of Brilliants computer centre and Apple computers.

Some of the other derecognised institutes are: Marathe's radio electronic institute, Bombay; Information Vision, Madras, Uptron branch, Lucknow; Span branches at Jayanagar and Rajaji Nagar, Bangalore; Priyadarshini institute for computer aided knowledge, Hyderabad.

The quality of training imparted at private institutes can be gauged from an analysis of the results of candidates fielded by 10 centres in an 'C' level examination. Not one institute qualified for accreditation even when the minimum number of candidates was lowered from the mandatory 25 to 20 or 15 or 10 with 40 percent marks. The result was no better even when the pass percentage was lowered to 35, 30, 25, 20 or 15.

Apart from the basic course, the DOEACC has granted accreditation to private coaching institutes to train students for higher level courses such as 'A' level (diploma), 'B' level (graduation) and 'C' level (post-graduate). The qualifying examinations are conducted jointly by the computer society of India and the Institution of Electronics and Telecommunications Engineers on DOEACC's behalf.

On the next day, i.e. on 18th June, 1994, there was a counter attack to the above news item in "The Times of India"

issued by the NIIT under the heading "Notice Issued in Public Interest". The contents of the notice read as:⁸

This refers to the news item regarding "Derocognition" of certain branches of various computer training institutions. NIIT wishes to clarify the following:

1. The news item is factually incorrect and misleading.
2. All NIIT education centres are fully functional & operating as usual. The student admissions and registration process, the complete education delivery facility including Mind Rooms and computerrooms as well as all students services including the examination systems, placement services, American Council on Education accreditation facility, professional practice through industry collaborations etc., are fully operational.
3. NIIT remains committed to delivering state of Art quality computer Education.

From the above news items we can see the status of the Accreditation system and surely one may fall in confusion by going through these news items. One more interesting news item appears under the heading "Bar Council Rules flouted by Delhi University" in "The Times of India" 18th June, 1994 which states:⁹

Large number of students of Delhi University's campus Law Centre (CLC) are allowed to take their examinations even though it means flouting bar council regulations prescribing minimum attendance. This is largely due to the rather "understanding attitude adopted by the University authorities.

All students of three years courses are expected to have a minimum of 66.6 percent attendance in their class lectures weach year. It is a requirement of the bar council that a student should attend at least two thirds of the lectures during a year.

Indian education system, secondary as well as post-secondary is inherited from the British system for obvious reasons. There are no regrets for having inherited the systems as one could see the higher education in UK is even now considered to be one of the best in the world. Both in UK and in India education is highly subsidised by the state whereas in USA there is abundant privatisation. The only private University in UK is the university of Buckingham. Universities in UK maintain almost a common standard and there is an approximate parity between degrees and even their graduation into firsts. The British system is highly selective, only 15 % of the high school students find their way into Universities. In USA 60 % of those eligible join the institutes of higher education. In India higher education is not selective and the majority of those eligible to join institutes of higher education do join. Post-Independent India has witnessed many reforms in secondary and post-secondary education. This involved changes in duration of secondary education from the initial eleven

years to the present twelve years and in the type of secondary education. Vocationalisation as part of secondary education was introduced with the main idea that this may lead to reduction in the enrolment at the colleges. This did not yield the expected results. Certain Universities during early 50s had a honours degree which made one eligible to go into teaching profession and also directly enter the Ph.D. programmes (Universities in the former Madras State). A gap of one year made the honours graduate eligible for the B.A. Degree and a research dissertation submitted during a period of one year yielded the M.Sc. degree. However, this system is now dispensed with.

As in USA, there are a large number of institutes of higher education in India, which vary in character, course content and also academic standards. An added phenomenon in India is that in many institutes of higher education the medium of instruction is in the regional language. This has created a new dimension in the Indian higher education system, whereas in USA the accreditation councils accredit various institutes and grade them so as to enable the migrant students to choose their institutes, so far no such attempt is made in India. More than in USA and UK it is of utmost importance to have the accreditation system operate in India.

There is a mushroom growth of institutes of higher education in India partly due to the necessity to cater to the even increasing secondary school leaving children and partly due to political considerations. The magnitude of the problem will be evident if one looks into the various types of institutions India has. As per the latest information of the University Grants Commission there are 152 Universities, three institutes established under the state legislative Act, 31 institutions deemed to be universities and 10 institutes of national importance which include the institutes of Technology, and all India Institute of Medical Sciences, as on 1st March 1993. As per the UGC annual report of 1991-92 there are 7513 Colleges which include University and affiliated colleges. There are 7764 professors, 15,892 readers, 34,573 lecturers and 2,426 tutors/demonstrators in the University departments and colleges of the Universities. Among the Universities there are nine central Universities (AMU, BHU, Delhi, Hyderabad, JNU, JMI, NEHU, Pondicherry and Viswa Bharti) funded cent percent by the Central government through UGC and the rest by the state governments. Among the Colleges, some of them are University Colleges (a very small number), Constituent colleges (majority of them with the University of Delhi), affiliated colleges and now the autonomous colleges. There are also a large number of

Polytechnics. In addition to the traditional Universities, the open Universities have come into existence. The first open University was started in Andhra Pradesh and then the Indira Gandhi National Open University was started in New Delhi. Now there are four open Universities in India. Over 30 Universities also have colleges institutes/directorates of correspondence courses which impart education through postal tuition and contact classes. Besides, these institution of higher education there are a large number of private professional colleges especially in the states of Andhra Pradesh, Karnataka, Maharashtra and Tamilnadu. During 1991-92 under the non plan expenditure the UGC has paid 16,123.79 lakhs to the Central Universities, Rs. 3441.93 lakhs to the deemed Universities and Rs. 738.52 lakhs to the state Universities out of which 193.60 lakhs is paid for specific purposes. Among the colleges, Delhi University Colleges are paid 5684.22, BHU, 47.37 and the State Colleges 36.88 lakhs, under the plan expenditure, 4797.03 lakhs were paid to central Universities, 10.61.90 for the deemed Universities, 7208.11 for the state Universities. Central University colleges got 256.87 and state colleges 2055.33 lakhs. Overall the UGC has spent Rs. 26,626.81 lakhs for non plan expenditure and Rs.16979.35 lakhs for plan expenditure during 1991-92.

One of the main aspects of accreditation is to see that the infrastructural facilities are available in any institution. In addition to the funding by the University Grants Commission, the state Universities and Colleges get funded by the State Governments. The UGC not only has the obligation to fund the institutes of higher learning but also in consultation with Universities and other bodies concerned would take all steps as it may think fit for the promotion and coordination of University education and for the determination of standards of teaching, examinations and research in Universities as per the UGC act of 1956.

It is relevant here to mention that the central and state Universities have a lot of autonomy in pursuing their academic goals. Whether or not all the Universities are doing justice to maintaining the academic standards with particular reference to international standards of higher education is doubtful. There is a general tendency to adhere to the principle of status quo without any commitment to the upliftment of the quality of education. Any proposed change always attracts an insurmountable opposition, most of the times on trivial unacademic issues. This is the price one pays for the higher degree of politicisation of the education system. Unless academic standards

are maintained, academic content constantly reviewed, the higher education system will be fossilising very shortly. Accreditation process in a way can bring in parity in the University system and also can pave the way for better understanding of the elements of higher education.

Over this concern for urgent need of accreditation is also shown by National dailies and eminent academicians. Kanwaldeep Singh in his article "Move afoot to grade colleges, Universities" published in Times of India dated 3rd March, 1993 states as under:¹⁰

"Some noted educationist administrators are working on a mechanism to rank colleges and universities countrywide on the basis of teaching research and infrastructure, among others.

Once in place, the mechanism will ensure students and employers have criteria more rigorous than just 'reputation' for comparing institutions.

'It is to be a quality assurance system, an ISI mark in tertiary education' says Prof. K.B. Powar, Secretary General of the autonomous Association of Indian Universities.

An autonomous body for assessment and accreditation was envisaged in the action plan of the national education policy in 1986. But it took a series of committee meetings and seminars, many conducted by UGC for the idea to take shape.

The concept borrows much from the US experience in tertiary education wherein numerous accreditation bodies have evolved norms for assessing the motley group of universities and sought to ensure 'self-regulation' and quality improvement over eight decades.

The educationist-administrators here got the process going by setting up a National Assessment and Accreditation Council (NAAC), complete with a memorandum of association and rules and regulations. It envisages that a team of distinguished scholars will on the invitation of universities and colleges, inspect and evaluate.

The next stage - and this is challenge for any appraisal exercise in tertiary education - is evolving objective criteria for evaluation. This may be completed in six months.

The NAAC has outlined parameters for appraising institutions : curriculum design, objectives, student services, resources and so on. But if it were to get down to brass-tacks, these would be too general to be pegs for evaluation. Even something like 'quality of teaching', a basic appraisal criterion in the NAAC theme paper, needs to be more focussed. Should a teacher be evaluated, for instance, on the basis of research publications? Or should more weightage be given to students' opinion? Should the appraisal be by existing students who might judge by 'non-academic' criteria, or by alumni who are likely to be more 'mature'?

Principal of Delhi University's Hindu College
P.V.Verma suggests that in evaluating universities,

the extent of 'in-breeding' (recruiting local students) in faculty appointments could be a criterion. 'When outsiders do not have a chance of being appointed, decline sets in'.

His other idea that colleges be ranked on the basis of quality of admissions and results, however, runs into a familiar problem. In assessing examination results, should quality of student intake also be considered? If so, what must be the weightage?

But problems with 'objective criteria' is not the only reason why the NAAC has a rough road ahead.

Says Vijender Sharma, a Left teacher representative on Delhi University's Academic Council: 'The aim is to maintain a few autonomous colleges, and phase out tertiary education for people at large'.

Seethalakshmi S. in his article "UGC Proposes to Accredite Varsities" published in Times of India dated 5th May, 1995 states as under:¹¹

"The method of admission, curriculum design, organisation and facilities are some of the criteria by which institutes of higher education will be assessed, the National Accreditation and Assessment Council (NAAC) has decided.

NAAC, an autonomous body of the University Grants Commission (UGC) whose headquarters is in Bangalore, is set to begin an exercise of assessing such institutions across the country.

NAAC director Arun S. Nigavekar said the council would begin its assessment with the accreditation of deemed universities, autonomous colleges and a few central universities this year. The main stage of the assessment process would be an institutional self-study. 'This will bring about the total participation of the faculty, management, students and the support staff,' he said.

The views of students would form an important base for the accreditation, Prof Nigavekar said:

An inspection team comprising persons of high repute would then visit the institution to see if the self-assessment was accurate, Prof. Nivagekar added.

The inspection report would restrict itself to the analysis of facts and the identification of strengths and weaknesses. It would refrain from criticising individuals, he clarified.

He said the executive committee of NAAC would then review the results before taking a final decision on the accreditation.

There would be no grading as Yes or No was the rule for accreditation, he said.

According to Prof. Nigavekar, year and a half after the NAAC decision, the institution would be asked to state any corrective action it had taken. 'We are here to build the confidence and credibility of the institutions', he added.

But what remains to be seen is whether the institution comes forward to accredit and assess themselves since it is an entirely voluntary process.

UGC chairperson Armaity Desai had hinted at the inauguration of the NAAC that it might end up like the

UGC - without teeth. There was to be a push factor for institutions to offer themselves for accreditation, she said.

However, many experts were in support of the process being voluntary, at least in the initial stages, considering the wide range of higher education in the country.

Prof. Nigavekar felt the evaluation would help the state government and other funding agencies to decide on the budget for these institutions. All higher educational institutions except medical, engineering and dental colleges would come under its purview, he added.

In 1992, UGC had been asked to set up a mechanism to assess and accredit institutes of higher education. Following deliberations at nine regional seminars it was decided to establish the NAAC at Bangalore.

The representatives at NAAC are from UGC, All India Council for Technical Education (AICTE), central and state universities, professional bodies and senior academicians and educational administrators, it is headed by a senior academician with the status of a Vice-Chancellor of a central university."

Eminent academicians viz. M. Gopalakrishna Reddy and K.S.Chalam in their article "Mechanism for Accreditation" published in University News dated 12th June, 1995 state as under:¹²

"The concepts of accreditation and assessment have been in use in the Indian context for quite sometimes. However, the initiative to make the concepts operational

began with the National Policy of Education 1986 Programme of Action document that mentioned the setting up of an autonomous council on Accreditation and Assessment. The Programme of Action 1986 recommended that, 'Excellence of institutions of higher education is a function of many aspects: self evaluation and self improvement are important among them. If a mechanism is set up which will encourage self-assessment in institutions and also assessment and accreditation by a Council of which these institutions are corporate members, the quality of process, participation, achievements etc, will be constantly monitored and improved.

It is proposed to develop a mechanism for accreditation and assessment for maintaining and raising the quality of institutions of higher education. As a part of its responsibility for the maintenance and promotion of standards of education, the UGC will, to begin with, take the initiative to establish accreditation and assessment and Council as autonomous body. It will evolve its own criteria and methodology for accreditation and assessment. Its main function will be catalytic, it will not be enforcing any given norms and standards. It will analyse and evaluate institutions and their performance to facilitate self-improvement. This Council will be supported by a professional Secretariat in the performance of its functions' (POA, P 46).

Accordingly the UGC appointed a committee to recommend the mechanism to set up the Accreditation and Assessment Council (AAC) in 1987 with Dr. Vasant Gowariker as the Chairman. The Committee gave its report in 1988 and it was put up for discussion at four regional workshops in the country. The first workshop was held at Andhra University during 27-28 October, 1988.

In the meanwhile the Parliament had passed the Act No. 1987 to establish the All India Council for Technical Education (AICTE). One of the important mandates of the Act was to set up a National Board of Accreditation (NBA). The Council under the dynamic leadership of Prof. S.K.Khanna constituted the NBA last year. Even before the establishment of the NBA, the AICTE and the Department of Electronics had initiated some kind of accreditation of computer training institutes that came up in the private sector. It is reported that around 500 institutions out of 600 who have applied for accreditation have been 'accredited' under 'O' level or the foundation level.

Affiliation, Recognition, Accreditation:

The experience of accreditation gained through these exercises brought out some confusion in the use of concepts like 'affiliation', 'recognition', 'Accreditation', 'regulation' and so on. The concept of affiliation is more than 100 years old in our country as it came to us along with the university education. The university system has developed a mechanism to affiliate institutions on the basis of a certain criteria. In fact all the higher educational institutions in the country have been functioning under this set up till the computer boom developed the so called training institutes in the private sector. These institutes have also been trying to legitimise their courses by getting some kind of 'recognition' from government or a statutory body to market their courses. The concept of 'recognition' used by these institutes is different from 'affiliation'. The affiliated institutes in the university system are a part and parcel of the university while 'recognised'

institutes are independent units with different curricula. The concept of (accreditation', an American concept, came to us through the concepts of autonomy, accountability and liberalisation. The concept of accreditation was evolved in USA in a different context. The functions of the accreditation organisations are similar to the 'affiliating' functions performed by the universities in India. As the concept of affiliation was not popular in USA, they invented accreditation. Therefore, the popularity of the concept and its wider use depends upon the extent in which we impinge upon the affiliation functions of the universities as most of the technical institutions and the courses are a part of the university system now. The success of the NBA or AAC depends upon the popularity of autonomous colleges. It is only these colleges that go in for independent status and ultimately crave for accreditation for legitimacy and approval by the user community.

New Controversies:

The accreditation organisations, we are afraid, will bring new controversies and dual operations in the system of higher education in future. The problem of legal status of degrees awarded by universities, but not accredited, and certificates awarded by accredited institutions but not authorised to award degrees become an issue to be resolved by the government. Further, the state universities are established under the Act of a Legislative Assembly to offer courses and award degrees while the accreditation organisations established by central government impinge upon the autonomy of the university by asking the universities to get their courses accredited by the Council. Though the legal

authority of the Central Act is much wider than the State Act, the finances of the universities and colleges come from the state budget. Therefore the state university has the authority and legal status to offer courses and award degrees. But with the establishment of NBA and AAC, the state universities are in a dilemma. In fact, the philosophy behind the accreditation is to certify and inform the public and government that the minimum standards of independent private institutions are ensured. The universities have academic bodies to conduct examinations, organise on-site visits, and to certify the standards of institutions affiliated to them. Now, this function becomes redundant. This does not mean that we should not encourage accreditation of institutions. But, the institutions that should come under accreditation be different from the ones which are under the control of established universities. There are several hundreds and thousands of independent institutions that are coming up in private sector and without any 'regulation' by any legal body. They need to be accredited by the NBA and AAC. It can further strengthen its operations by encouraging autonomous colleges and institutions. Unfortunately accreditation has come into this country much before the autonomous colleges becoming popular. The success of the accreditation bodies depend upon the success of these autonomous colleges. This is exactly what the committee on Accreditation and Assessment Council mentioned in its report. It said that 'While the central motive to the accreditation system has come from the requirements of college autonomy, it also answers the need for a systematic and regular means

for assuring that colleges and universities are functioning effectively'. This is different from the U.K. experiment of assessing the performance indicators of universities in providing grants to the universities.

Mechanism for Accreditation:

Now coming to the questions of developing a mechanism to accredit the institutions of technical education, it is already mentioned in the preamble of NBA that certain norms and standards will be provided to certify the quality of the institutions and programmes. The committee on Accreditation and Assessment Council of the UGC has already indicated 12 qualitative criteria relating to the institutions activity and responsibility. It is mentioned that a provisional two year 'candidature' status can be given to institutions after satisfying certain criteria which can be extended upto six years. The accrediting associations can be supported by annual fees from the candidates organisations.

The process of management of the NBA should remain to be democratic in nature. It is suggested that a sixteen member commission can be elected at the annual meeting for a staggered three year term, with one third of the positions being vacated each year. The member institutions will be represented by the administrative head of the institution in the annual meeting to elect the commissioners. The Chairmen of the Commission and Associate Chairman will be elected for one year term by the association representatives. To begin with the Chairmen will be appointed by the AICTE. The NBA with the consent of the AICTE will appoint a Director of Evaluation to conduct the day to day affairs of NBA. His term of office will be for 5 years and could be

terminated by the Commission for valid reasons. The NBA will be made to function on zonal basis in course of time. The initial expenditure for the functioning of the NBA will be provided by the AICTE. Similarly the initial impetus will come from AICTE by selecting 20 good autonomous institutions as members of Accreditation Board.

Central government funding of institutions will be possible to those which are accredited. However, the state governments are free to fund, recognise and charter institutions but they will not be given central funds if they are not accredited. The Accreditation Board will in course of time develop linkages and positive influence on the standards of school level technical institutions and also other professional institutions in the country. The democratic process of the Board should provide opportunities to students, parents, professionals and the user industries to take part in the deliberations to decide the criteria of accreditation. This will ultimately make the concept of accountability operational through accreditation. It is also necessary to involve representatives and experts from international organisations to standardise the quality of technical education to reach international standards. It is hoped that this accreditation mechanism will promote independence and scholarship in and among the educational institutions in the country."

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CHAPTER FOUR
ACCREDITATION OF LIBRARY AND
INFORMATION SCIENCE PROGRAMMES
IN USA AND UK

ACCREDITATION OF LIBRARY AND INFORMATION
SCIENCE PROGRAMMES IN USA AND UK

A: UNITED STATES OF AMERICA:

American Library Association/Committee On Accreditation (ALA/COA) is solely responsible for the accreditation of library and information science education in USA. There are several types of educational programmes not encompassed by the ALA/COA accreditation process:¹

- There are innumerable library technician programmes - 100-200 - that focus on undergraduate, paraprofessional training, as well as several nonaccredited master's level programmes.
- There are, in each US state, school librarian programmes, usually associated with colleges or schools of education, that prepare students for state certification as teachers and school library/media specialists. They are covered by a separate process of accreditation, one not under the purview of the ALA/COA.
- There are many different kinds of continuing education programmes, both in library schools and conducted by professional societies. These are not accredited by the ALA/COA.

Each programme meets specific kinds of needs beyond those covered by the ALA/COA accreditation process. In the following paras an attempt will be made to study the history, current status and trends in those programmes encompassed by the accreditation process of ALA/COA.

A;1. Historical Background:

The establishment of the school of library economy in January 1887 at Columbia College was an experiment. Its aim was to promote an organized programme of apprenticeship in which practical experience would be supplemented with more systematic classroom instruction. Its success was problematic, as reflected in the subsequent transfer of the programme to the New York State Library in 1889. By 1900 it had become the model for a number of similar programmes, so the American Library Association at that time denied to establish its Committee on Library Training to oversee and evaluate their quality. The first standards of the Committee on Library Training were low and the range of programmes examined and evaluated by them hardly reflected academic excellence. Differences in views between the library practitioners and academics thus developed over the ensuing fifteen years, so the Association of American

Library Schools (ALS) - the antecedent of the Association for Library and Information Science Education (ALISE) - was established in 1915 (after a brief existence as an ALA Round Table) as an independent professional organization. The hope was that more stringent standards would be established through their efforts, though in fact the ALS did little more than identify common practices at the ten founding schools. And then the situation became static until the Carnegie Corporation commissioned the investigation of library education carried out by Charles Williamson from 1918 to 1923. His report Training for Library Science, provided direction for a new ALA agency, the Board of Education for Librarianship (BEL). He presented a number of recommendations, the main thrust of which was that library education should be university based, oriented towards preparing professionals and of high academic quality.

The Board of Education for Librarianship established a set of minimum standards for library schools in 1925 and 1926 that were then used by the Carnegie Corporation as the basis for endowing the Graduate Library School (GLS) at the University of Chicago and for providing financial support to a large number of other existing and newly formed schools. The GLS in particular had the objective of

providing the new leadership needed to fulfill the aspirations of high academic quality in these programmes.

In 1933, through cooperation between ALA Board of Education for librarianship and the AALS a new statement of standards was created. It changed the specific, highly quantitative provisions of the 1926 minimum standards into broadened, qualitative statements. Those 1933 "Minimum Requirements for Library Schools" served as the standards for nearly twenty years, until the formulation of the ALA "Standards for Accreditation" approved by the ALA on 15th July, 1951, as a joint effort of the BEL, the AALS and the ALA Library Education Division. In parallel, the ALA Committee on Accreditation was established to maintain those standards and to apply them in accrediting first-degree programmes.²

For the next twenty years, COA functioned under those "Standards for Accreditation" adopted in 1951. The standards placed emphasis on the graduate, first professional degree programmes, and that has continued to be the focus of the Committee on Accreditation. However, in 1959, the BEL and the AALS together developed standards for undergraduate training that received ALA approval as guidelines for teacher-education programmes.

In 1970, the COA established a sub-committee to "consider revision of standards for Accreditation", Chaired by Russell E. Bidlack, dean of the school of Library Science, University of Michigan, that sub-committee produced what became the "Standards for Accreditation of 1972", approved by the ALA in July, 1972. Those have continued since then to be the standards governing COA evaluations. They are remarkably well written and have well served the COA, the profession and the library schools. Persons on that sub-committee who were responsible for them are:³

Russell Bidlack, Chair	Page Ackerman
Susanna Alexander	Pauline Atherton
Dale E. Canelas	Richard Darling
Geoffrey Dunbar	Robert E. Lee
Margarret Monroe	Harold W. Tucker
Samuel Rothstein	Agnes L. Reagan

The proposed revision submitted by that sub-committee was approved by the ALA council on 27th June, 1972.

A:2. The Process of Accreditation:

A:2.1: The COA Membership: The COA consists of twelve members appointed by the ALA Executive Board for two years

term. Members may be reappointed for one additional consecutive term. In appointments, conscious effort is made to assure that the COA as a whole had balanced representation of the various aspects of library and information science, without directly representing any organized group. In addition, two of the twelve members, conforming to requirements of the council on Post-secondary accreditation are not librarians or information scientists or even affiliated with the field, they are appointed as representatives of the public interest.

The COA members other than the 'public members' are usually equally divided between practicing professionals and educators in the field. The intent is to assure that both the needs of the profession and the realities of the educational process are recognized in accreditation. The COA is supported by an administrative secretariate consisting of the Accreditation Officer of the COA and the staff of the accreditation unit. This provides both continuity in management of the accreditation process and the necessary support services.

A:2.2: Purposes of Accrediting: First, the COA accredits only first professional degree programmes; thus, it does not accredit undergraduate programmes, certificate programmes, doctoral programmes, or continuing education

programmes.⁴ Second the COA accredits programmes of training but not schools or institutions imparting those programmes. Third, the COA accredits programmes rather than certifying individuals. Thus, there is no evaluation of individual graduates getting training under these programmes, but the evaluation is conferred to the contents of the programme. As a result, the purpose of accreditation as seen by the COA, is to assure that programmes providing preparation for the first professional degree meet the objectives of the profession, of the students, and of the society, at least to the extent that those objectives are identified in the "Standards for Accreditation" and can be evaluated through an appropriate process.

A:2.3: Steps Followed in Accreditation: The COA follows a well-defined series of steps in accreditation:

- i) determining eligibility;
- ii) evaluating applications for accreditation;
- iii) evaluation by a visiting team;
- iv) action regarding accreditation; and
- v) continuing accreditation and annual reporting.

While the COA and the Accreditation officer are ready and willing to provide information and advice at any time,

a programme is not eligible for consideration for accreditation until it has been in operation for long period for students to have graduated from it. Furthermore, consideration by the COA is contingent upon the accreditation of the parent institution by the appropriate regional accrediting agency.

A school seeking initial accreditation or continuing accreditation of its programme under the standards of 1972 must file with the Accreditation Officer a letter of intent to request a site visit. This letter must be filed at least six months prior to the start of the twelve month period during which the school requests a visit. The Accreditation Officer supplies the school with copies of the following relevant materials:⁵

- Standards for Accreditation of 1972;
- Manual of Procedures for Evaluation of Visits;
- The Self-study: A guide to the process and to the Preparation of a Report for the Committee on Accreditation of the American Library Association.

The school's application consists of a self-study report, including current catalogs or brochures, accompanied by a letter from the Chief Executive Officer of the institution requesting an evaluation visit. After receipt

of the self-study, COA considers it during the subsequent Mid-winter or Annual conference meeting of the ALA, and a decision is made regarding the readiness of the school for an evaluation visit.

In the case of schools requesting initial accreditation, the decision is based on the adequacy of the self-study report as a working document and on an assessment, based on the self-study report, of the readiness of the school for a site visit. If the assessment is negative, the COA must state clearly, in a letter to the Chief Executive Officer of the institution and to the school, the basis for the negative decision. If the assessment is inconclusive, the COA will hold the application in abeyance, stating its concerns to the institution, if the institution responds to the concerns, the COA then re-evaluates its decision. If the assessment is positive, a site visit will be scheduled at a mutually agreeable time.

A site visit is the means for obtaining an understanding of those aspects of a school's programme that cannot be fairly judged from documentation alone. During the site visit, the team is in the role of evaluator, not inspector, and evaluates matters that bear directly on the quality of

the educational programme to be accredited.

The visiting team normally consists of not less than three persons, one of them a member or former member of the COA, with one member designated as Chairman. Names of persons to serve on a visiting team are recommended by the COA, taking into account factors such as balance of practitioners and educators, the special fields emphasized in the school's curriculum, the geographical area when that seems pertinent, and economy of time and expense in travel. The recommended names are submitted to the executive office of the school to give an opportunity for comment and to avoid appointments that would be unacceptable to the school. The COA, based on the school's comments and its own assessment, formally appoints a team.

As soon as the team has been established, the school's self-study report and COA comments on the self-study are sent to each team member. Copies of other relevant materials (e.g. the standards, prescribed format for the team report, guideline statements) are also sent to the team members at that time.

The Chairman of the team assigns responsibilities to each member for on-site examination of specific areas of

the standards. Thus each member of the team is expected to provide an evaluation of the particular areas assigned as well as participating in discussion and evaluation of other aspects of the visit, furthermore, each member of the team is responsible for approval of all parts of the team report before it is submitted to the COA and to the school.

The site visit itself normally begins on a Sunday evening and continues until the following Thursday noon. The team meets on Monday with the school's executive officer, confirms schedules and then makes a presentation to the school as a whole during which the accreditation process is described and questions concerning it can be answered. During the visit, in accordance with the "Manual of Procedures", activities of the team include conferences with members of the faculty, informal meetings with students, visits to classes, observation of the physical facilities and resources and meetings with the major administration officers of the institution. Records are examined relating to the programme, the institution, the admission and progress of students and the evaluation of faculty.

The site visit concludes with the drafting of a report that will consist of three major parts: (1) a factual

section (ii) an evaluative section; and (iii) a set of recommendations for the improvement of the programme. A final recommendation is made by the team to COA concerning accreditation action.

The final version of the factual section serves as the basis for the other sections of the team report. That is, the evaluative section must be based on the factual section; the recommendations must all be substantiated by the factual section and the related portions of the evaluative section. All parts of the site visit report must be justified on the basis of the standards. Therefore, a draft of the factual section is mailed to the school within ten days of the site visit for verification and correction. The response from the school may lead to correction of the factual section, if necessary. The evaluative section and the recommendations are then completed. The final site visit report as a whole is sent to the COA, which forwards a copy of all but the final recommendation (concerning the accreditation action) to the school. The school has the opportunity to respond to it in writing or orally.

The COA is responsible for the final decision concerning accreditation. In arriving at that decision, it

considers carefully the recommendations of the site visit team as well as the substance of the team's site visit report. It reviews that report thoroughly and meets with the site visit team for discussions of it, in order to assure that the evaluations and recommendations are well grounded in the standards. Based on this review and discussion, the COA makes its decision concerning accreditation, and notice of the decision is sent immediately by the Accreditation Officer to the Chief Executive Officer of the institution and executive officer to the school.

The COA then prepares its report to the school. The final COA report usually is virtually identical with that of the site visit team. It is submitted shortly thereafter, again to the institution and the school, with the suggestion that it be made available to the full-time members of the school's faculty and to appropriate other administrative officers of the institution.

This entire process - including the site visit, the team's report and the COA report - is treated as confidential by COA and the site visit team members. However, the school is encouraged to make known the content of the final report, to the extent that it wishes to. The COA may vote to take any one of the following actions:

1. Accredit or Continue to Accredit: In this case, the recommendations included in final COA report to the newly accredited school must be reported upon to the ALA on yearly basis and also intimate to ALA the continuation of accreditation of already accredited schools as and when sought for.
2. Conditionally accredit: In this case, the recommendations included in the final COA report becomes the conditions that must be met by the institution (school) within a stated period of time, in order to have conditional status removed.
3. Not accredit or withdraw accredited status: In this case the institution can seek review of the final report within a specified period from ALA.

The COA releases the information on an accreditation action through its publication, "Graduate Library Education Programmes Accredited by the American Library Association", to the ALA Executive Board, to the library press, to appropriate organizations in the field of library education, to the council on Post-secondary Accreditation (COPA), to the US Department of Education, and to the appropriate regional accrediting associations. This information on accreditation actions is released only after expiration of the time in which an appeal of a COA decision may be made. In the case of a programme entering an appeal, the accredited status of the programme remains the same until the appeal

is adjudicated in the case of institution whose accreditation is withdrawn or not granted.

When a programme is granted initial accreditation, the accreditation is retroactive to the academic year preceding the one in which the evaluation visit is made. Periodic visits for reaccreditation are then scheduled every seventh year following the date of the first accreditation.⁶

Between visits, schools with accredited or conditionally accredited programmes must submit annual reports to the COA. These reports build upon the self-study report and provide means for the COA to monitor the progress of the programme. In particular, the reports are required to respond to the recommendations included in the COA report on accreditation. If an annual report from a school raises concern in the COA about its accreditation status, the COA may request additional information or even an early site visit.

Based on the annual report, the COA takes one of three actions:

1. Accept the annual report and continue's accredited status;
2. Defers action on the report until additional

3. Declines to accept the report and arranges to schedule a site visit as early as possible.

Any institution that is not granted full accreditation of its programme by the COA may appeal the COA decision to the ALA Executive Board within six weeks after receipt of the full report of the COA decision. The ALA Executive Board will appoint a select Committee of not fewer than five qualified persons to consider the appeal. Upon receipt of the report of the select Committee, the ALA Executive Board will either affirm the decision of the COA or set aside the decision of the COA and remand the case back to the COA with appropriate instruction for further proceedings and reconsideration.

A:2.4: The 1972 "Standards for Accreditation" (APPENDIX A)

ALA has assigned responsibility to the COA for both the development of standards and the process of accreditation, subject to review and approval by the ALA Council. The 1972 "Standards for Accreditation", with minor changes, have guided the COA since 1972. However, the standards are under continual review by the COA at its regular and special meetings, particularly in connection with the review of reports of visiting teams and in the reviews of the

annual reports from the schools with accredited programmes. Furthermore, the standards are under constant scrutiny by the profession itself. At open sessions during the ALA meetings, the COA encourages the profession to comment on the standards and the process of accreditation, toward the aim of identifying necessary changes.

A:2.4.1 The Context: The (1972) "Standards for Accreditation" present criteria in the following six main categories

1. Programme Goals and Objectives;
2. Curriculum;
3. Faculty;
4. Students;
5. Governance, Administration and Financial Support;
6. Physical Resources and Facilities.

For each category, the discussion is organised in three main sections:

1. Rationale for Standard;
2. Standard;
3. Sources for Evidence.

All of this is preceded by an "Introduction" and a generalised discussion of the standards. (See Appendix A)

APPENDIX ASTANDARDS FOR ACCREDITATION 1972*INTRODUCTION:

The American Library Association is recognized by the Council on Postsecondary Accreditation and by the US Secretary of Education to serve as the accrediting agency for graduate programmes of library education leading to the first professional degree. The Council of the Association has in turn designated the Committee on Accreditation to be the unit responsible for the development and implementation of standards for accreditation. The following document sets forth these Standards.

Throughout this document, wherever the term "librarianship" is used, it is meant to be interpreted in its broadest sense as encompassing the relevant concepts of information science and documentation. Whenever the term "libraries" is used, the current models of media centers, educational resources centers, information, documentation and referral centers are also assumed. "Library service" is understood

* Based on the document "Standards for Accreditation 1972" adopted by the Council of the American Library Association June 27, 1972. Effective January 1, 1973. Third Printing, July 1985. American Library Association, Committee of Accreditation, 50 East Huron Street Chicago, Illinois 60611.

to be concerned with recordable knowledge and information in their several forms - their identification, selection, acquisition, preservation, organization, dissemination, communication and interpretation, and with assistance in their use. "Library School" means the professional unit (school, department, division, etc.) organized and maintained by an institution of higher education for the purpose of graduate library education leading to the first professional degree.

THE STANDARDS:

The intentions, assumptions, and limitations of the document should be clearly understood. These Standards are limited in their application to the evaluation of graduate programmes of library education which lead to the first professional degree. While the Committee on Accreditation is also concerned with the quality of the institution of higher education which maintains such a programme, it does not itself examine the total insituation. It does require however, as a prerequisite to application by the library school for consideration by the Committee, that the parent institution be accredited by the institutional accrediting agency of its region.

The Committee on accreditation seeks both to protect the public interest and to provide guidance for library educators, Prospective students wishing to make a wise choice of schools, Librarians recruiting professional staff, the general public concerned about the kind of library service it receives and supports - all of these have the right to know whether a given programme of library education is of good standing. By identifying those programmes meeting recognized standards, the committee offers such groups, which collectively represent the public interest, a means of quality control in the professional staffing of libraries.

These Standards describe the essential features of programmes of library education which prepare librarians for responsibilities beyond those at the narrowly local level. Within this context, the document seeks to identify the indispensable components of good library education without jeopardizing the schools' right and, indeed, obligation for initiative, experimentation, and individual difference in their programmes. The statement of requirements and recommendations emphasizes qualitative rather than quantitative considerations, and thus necessarily describes some variation in interpretation, Since proper

evaluation of any educational programme in these respects (e.g. caliber of faculty, effectiveness of teaching methods) must depend on the judgement of experienced and capable observers.

The present document follows upon the standards for Accreditation adopted by the ALA Council in 1951. In twenty years' application of the 1951 Standards, the Committee on Accreditation gained a great deal of valuable experience. Much of this experience is incorporated in the present document as is also the consensus of the views which the Committee has solicited from educators, students, and practitioners. The many changes that have occurred in library service between 1951 and 1972 are reflected in the present Standards, while conversely, many features of the 1951 document, which have shown that they could stand the test of time, are retained.

Each of the major sections in this document represents an essential component of a graduate programme in library education. In each section the statement of the standard itself is preceded by the reasoning upon which the standard rests, and is followed by a list of the kinds of evidence that the library school is expected to present to demonstrate that its programme meets the standard. The Committee

determines the eligibility of a programme for accredited status on the basis of evidence presented by the institution and of the report of a visiting team. The evidence supplied by the institution in support of the Standards is evaluated against the long-term goals and specific objectives presented by the school in accordance with Standard I. While the Committee, as a part of its evaluation, examines each of the component factors, the final judgement is concerned with the totality of the effort and the environment for learning in which it is carried on. The decision regarding accreditation is approached from an assessment of this totality, rather than from a consideration of isolated particulars.

The aim of the Standards for Accreditation is to provide guidance for the present which is sufficiently flexible to allow for future developments. The Standards are indicative but not prescriptive. As with the former Standards, the meaning and meaningfulness of the present Standards must lie in their application. Discrimination because of age, race, colour, creed, religion, physical disability, or sex in recruitment, admissions, or financial aid, or in appointment, promotion or pay of faculty and support staff, shall be violation of these Standards.

1. PROGRAMME GOALS AND OBJECTIVES

RATIONALE FOR STANDARD: Clearly defined goals and specific objectives for the educational programme are an essential frame of reference for meaningful internal and external evaluation. A programme is judged on the degree to which it attains its objectives.

STANDARDS The library school should have clearly defined, publicly stated goals. It should also define explicit objectives for its specific educational programmes, stated in terms of the educational result to be achieved.

Programme goals should reflect:

- i) Consistency with the general principles of librarianship and library education as these are identified by common agreement through the major documents and policy statements of relevant professional organisations;
- ii) Responsiveness to the needs of the constituency which the school seeks to serve;
- iii) Sensitivity to emerging concepts of the role of the librarian in the library and the library in a multicultural society;
- iv) Awareness of the contributions of other disciplines librarianship.

If the school offers more than one programme leading to the first professional degree, the scope and nature of each should be clearly defined. Each programme should qualify the graduates to contribute to the advancement of the profession, rather than to serve only the purposes of one institution or locality.

SOURCES OF EVIDENCE:

1. Published announcements of the school's goals and objectives, and programme descriptions in school catalogs, bulletins, brochures, etc.
2. Copies of programme proposals and programme justifications submitted to University Committees, administrative officials, and funding agencies.
3. Statements obtained by the visiting team from the administrative officials of the institution, and the executive officer, faculty, students, and alumni of the school.

II: CURRICULUM

RATIONALE FOR STANDARD: The distinctive quality of a school is reflected in the nature of the experiences it consciously provides to assist the formal learning process.

Professional responsibilities require special background and education by which the librarian is prepared to identify needs, set goals, analyze problems, and formulate original and creative solutions for them, and to participate in planning, organizing, communicating, and administering successful programmes of services for users of the library's materials and services.* Professional library education at the graduate level is designed to provide that kind of educational experience.

STANDARD: The programmes of the school should provide for the study of principles and procedures common to all types of libraries and library services. A study of specialized service in either general or special libraries may occupy a place in the basic programme. Specialization should be built upon a foundation of general academic and professional education and should include interdisciplinary work pertinent to the programme of the individual student. A library school offering a single specialization may satisfy the Standards for Accreditation, if, in addition to its special curricular emphasis, it provides for the study of general professional principles and procedures prescribed by this standard.

* Library Education and Personal Utilization: A Statement of Policy Adopted by the Council of the American ~~Librarians~~ Library Association, June 30, 1970.

The curriculum comprising the students' total learning experience should be based upon the school's statement of goals and should provide both adequate means and sufficient time for meeting the specific objectives of the programmes.

The curriculum should be a unified whole rather than an aggregate of courses. It should (i) stress understanding rather than rote learning of facts; principles and skills rather than routines; (ii) emphasize the significance and functions of the subjects taught; (iii) reflect the findings of basic and applied research in librarianship and related disciplines; (iv) respond to current trends in library development and professional education; (v) promote continuous professional growth.

A curriculum may be composed of a variety of educational experiences derived from the programme objectives of the library school. Any such experience should take place within a learning environment in which (i) students have the benefit of guidance by a qualified member of the faculty; (ii) adequate supportive materials and facilities are readily available; (iii) provision is made for discussion or evaluation of the student's experience.

The curriculum should be continually under review and revision, and should be receptive to innovation. Means should be provided for the expression of views of students and practitioners in revision of the curriculum.

SOURCES OF EVIDENCE:

1. Bulletin or catalogue of the library school, and current course schedules.
2. Degree and programme descriptions and justifications developed for administrative use.
3. Syllabi of courses, or descriptions of activities and outcomes for groups of courses arranged by major fields in the school's curriculum.
4. Minutes and reports of the school's curriculum committee.
5. Course evaluations from students.
6. Student papers or other evidence of class projects and independent study.
7. Records of achievement of graduates of the programme.
8. Statements obtained by the visiting team from the executive officer, faculty, students, and alumni of the school, and employers of graduates.

III. FACULTY

RATIONALE FOR STANDARD: The success of the instructional and research programmes of the school is dependent upon the ability of its faculty to teach, stimulate independent thinking, and provide stability and continuity. The size and caliber of the faculty reflect the nature of the school's goals for library education and the values placed upon the student-teacher relationship in the learning process. Research enriches both teaching and learning and provides means for adding to a body of professional knowledge. Professional experience and participation in professional organizations enable faculty members to contribute to the solutions of problems in librarianship and to keep abreast of the concerns of the field.

STANDARD: The school should have a crops of full-time faculty members, in accordance with the institution's approved policies and procedures on affirmative action, academically qualified for appointment to the graduate faculty within the institution and sufficient in number to carry out the major share of the teaching and research requirements of the programmes offered. When appropriate, part-time faculty members may be appointed to complement the teaching competencies of the full-time faculty members.

The faculty as a group should evidence:

- i) a diversity of backgrounds;
- ii) a substantial and pertinent body of library experience;
- iii) advanced degrees from a variety of academic institutions;
- iv) specialized knowledge covering the subjects in the school's curriculum;
- v) a record of sustained productive scholarship;
- vi) aptitude for educational planning, administration and evaluation;
- vii) close and continuing liaison with the field.

The qualifications of each faculty member should include interest, ability and effectiveness in teaching; aptitude for research; competency in the assigned areas of specialization; and active participation in appropriate professional, scientific and scholar organizations.

The school should demonstrate the high priority it attaches to good teaching by its appointments and promotions, by its receptivity to innovation in methodology and educational technology, by its provision on suitable learning environment, and by its solicitation of student reaction to faculty performance.

Allocation and distribution of faculty work loads should result assignments related to the interests and competencies of individual faculty members and should ensure that the quality of instruction maintained at the same level throughout all sessions of the calender year. Work loads should be distributed in such a way as to take into account the time needed by the faculty to engage in student counseling and institutional and professional activities in addition to teaching and research.

SOURCES OF EVIDENCE:

1. Faculty personal data forms.
2. Chart of major curriculum areas with an indication of the faculty members responsible for teaching and research in each of the areas.
3. Faculty work load reports to ascertain student-teacher ratio and class size, courses taught in the last two years, student counselling research and administrative responsibilities.
4. Observation of instruction.
5. Syllabi, reading lists, and other instructional materials.
6. Examples of student work, including research projects directed by faculty.

7. Examples of faculty research and publication (e.g. theses and dissertations), articles and reports in professional journals, published monographs, work in progress, and research conducted for various groups.
8. For teaching effectiveness and course quality, statements and documents obtained by the visiting team from the administrative officials of the institution, and the executive officer, faculty, students and alumni of the school.

IV: STUDENTS

RATIONALE FOR STANDARD: The character and worth of any graduate programme is directly related to the quality of its students.

STANDARD: To fulfill one of the school's major responsibilities to prospective students and the public at large, announcements of programme goals and objectives, descriptions of curricula and identification of faculty should be complete, accurate and current.

The library school should formulate recruitment, admission and financial aid policies and will ensure the realization of the goals and objectives of the school's programme, that meet or exceed the minimum standards of the parent institution for its graduate programmes, and that are responsive

to the expressed needs of the profession. Within the framework of institutional policy and of institutional programmes designed to assure compliance with legal regulation (e.g. affirmative action programmes), the school's admission policy should ensure that applicants declare their commitment to library service supported by evidence of aptitude and personal qualifications. The school should be able to demonstrate that its admission procedures support the admission policy. All criteria used in evaluating applications should be made known to applicants.

Admission should normally be limited to holders of the bachelor's degree representing a broad academic education from an accredited institution, comprising general background which may include major concentrations. The normal academic prerequisites may be waived in favour of applicants of unusual ability or background, where grounds for waiver can be demonstrated. The applicant's academic achievement should be equivalent to that required for entrance into the graduate programmes of recognized universities. The standards of admission to the degree programme should ^{be} applied consistently throughout the year; admission to special programmes or courses should not imply automatic admission to ~~degree~~ programmes unless the admission standards for special programmes and courses are identical to those for degree programmes.

Assessment of an application should be based upon a combined evaluation of academic, personal, and intellectual qualifications, recognizing qualifications suitable to the individual's career objectives and appropriate to the school's programmes

The school should provide an environment which recognizes students as a responsible segment of the academic community. Within this environment students should be provided with regular assessments of their performance and progress. Opportunities for guidance and counseling should be available to all students.

SOURCES OF EVIDENCE:

1. Statements of admission policy and requirements.
2. Files on applicants admitted and rejected during the past two years.
3. Student transcripts and the school's analyses of them leading to the decision to admit or reject.
4. Letters of reference, notes on personal interviews, and other documents relevant to an assessment of the applicant's personal qualifications.
5. List of enrolled students who do not meet officially stated requirements and explanation of reasons for their acceptance.

6. Recommendations of the school's advisory bodies.
7. Faculty evaluations of student performance and statements of the bases upon which these are prepared.
8. Statements obtained by the visiting team from the administrative officials of the institution; the executive officer, faculty, students, and alumni of the school and employers of graduates.

V: GOVERNANCE, ADMINISTRATION AND FINANCIAL SUPPORT:

V.A: GOVERNANCE

(i.e. administrative relationship of the library school to the parent institution)

RATIONALE FOR STANDARD: Librarianship is a profession comprising a distinctive body of knowledge, skills, issues and challenges. A library school thus requires a high degree of autonomy within an institution of higher education. The school's financial support, staff, physical accommodations, ability to recruit students and attain the objectives of its programme are dependent upon its status within the parent institution.

STANDARD: The library school should be an integral but distinctive academic unit within the institution, and its autonomy should be sufficient to assure that the content

of its programme, the selection and promotion of its faculty and the selection of its students are controlled by the school within the general guidelines of the institution.

The school's executive officer should have the same title, status and authority as the heads of comparable units in the institution. The executive officer's salary should be in keeping with this position. The school's faculty and student body should have the same representation as those of comparable units on central committees or councils that are advisory or policy making for the institution.

SOURCES OF EVIDENCE:

1. Organization chart of the institution showing the relationship of the library school and its executive officer to the central administration.
2. Information to be supplied by the administrative officials of the institution and the executive officer of the school regarding the organization of the institution, salary structure for executive officers and faculty, policies and procedures governing faculty promotions and tenure and involvement of faculty and students in institutional affairs.
3. Statements obtained by the visiting team from the faculty and students of the school.
4. Minutes of faculty meetings.

V.B: ADMINISTRATION

(i.e. the organization and management
of affairs within the school)

RATIONALE FOR STANDARD: The effective administration of the library school requires strong leadership on the part of the executive officer who bears the principal decision-making responsibility in the school; however, decisions will be more sound and more effective if they have been reached through consultation and deliberation with those most affected by them. In addition, administrative efficiency depends heavily upon the adequacy of the support staff.

STANDARD: The executive officer should have the administrative ability to fulfil the responsibilities of the office, as well as qualifications comparable to those required of the faculty.

Leadership of the educational programme should be characterized by the understanding of the academic environment and application of executive and administrative skills.

The executive officer should be charged with the decision-making aspect of administration. In carrying out this decision-making responsibility, the executive officer should encourage the active participation of the faculty, staff and students.

In addition, the noninstructional staff should be adequate in number and competence to support the executive officer and faculty in the performance of their duties and should be appointed in conformity with the institution's approved policies and procedures on affirmative action.

SOURCES OF EVIDENCE:

1. written communications from the executive officer to faculty and students and to superiors (e.g. annual report, long-range plans).
2. Faculty minutes and minutes and reports of the school's committees, including the membership roster of those committees for the past two years.
3. Organization chart of the school.
4. Written reports and documents such as faculty and student manuals, publications of the student organizations, and reports to alumni.
5. Statements obtained by the visiting team from the administrative officials of the institution and the executive officer, faculty, students and noninstructional staff of the school.

V.C: FINANCIAL SUPPORT

RATIONALE FOR STANDARD: The programme of professional education in librarianship is a graduate programme. The cost per student in such professional education is far

greater than the cost of providing education at the undergraduate level. Support of a graduate programme in librarianship entails substantially higher costs for every component.

STANDARD: The institution should provide continuing financial support sufficient to develop and maintain professional library education in accordance with the general principles set forth in these standards. Support should be related to the size of the faculty required to carry out school's programme of education and research, the financial status and salary schedule of the institution and necessary instructional facilities and equipment.

The salary schedule for the library school's faculty and executive officer should be comparable to that of other schools within the institution. Salaries within the library school should be equitably established according to the education, experience, responsibilities and competencies of faculty members.

Funds for research projects, faculty travel, and leaves with pay (sabbatical leaves) should be available on the same basis as in comparable units of the institution.

Student financial aid from the parent institution should be available on a comparable basis with that of other departments and schools.

SOURCES OF EVIDENCE:

1. Official financial records maintained by the school for the current year as well as those for previous years.
2. Budget and other institutional records that demonstrate the institution's financial commitment to the library school and other comparable units.
3. Report of norms for university salaries related to rank, compared with salaries of library school faculty.
4. Statements obtained from administrative officials of the institution and the executive officer, faculty and students of the school.

VI: PHYSICAL RESOURCES AND FACILITIES

RATIONALE FOR STANDARD: The provisions of appropriate resources services, and facilities is necessary to realize maximum effectiveness of teaching and learning.

STANDARD: Instructional resources, services, and facilities should be provided and organized to meet the needs of the specific programmes. The general and special collections, staff, and services of the institutional library should be adequate to meet the general educational purposes and needs of the library school. The collection of materials in the

field of library science should be adequate in scope, size, content and availability to support the goals and objectives of the school.

Facilities should be adequate in number, size and arrangement to carry out the functions and instructional experiences implied in the preceding standards. Faculty and administrative offices, conference and seminar rooms, laboratory space and facilities unique to the library school programmes should be provided.

The library school should have — or have access to, with demonstration capability appropriate to its programme objectives — an adequate collection of multimedia resources, computer services, media production laboratories or agencies, and facilities for independent study using up-to-date technology and equipment.

SOURCES OF EVIDENCE:

1. Annual reports of the institution's libraries.
2. Floor plan of quarters of the library school.
3. List of special equipment and furnishings.
4. Description of additional resources pertinent to the programme.

5. Results of the visiting team's inspection of physical resources and facilities.
6. Statements obtained by the visiting team from the executive officer, faculty, students and library staff.

B: UNITED KINGDOM**PROCEDURES FOR THE ACCREDITATION COURSES*****B.1: THE LIBRARY ASSOCIATION**

The library Association is the chartered professional body for librarians and information workers. The Association was granted a Royal Charter in 1898 and supplemental charter in 1986. The current membership is 25000. Members are engaged in a wide variety of professional practice in all sectors, including independent consultancy.

B.2: THE PROFESSIONAL REGISTER

Under the terms of its Royal Charter the Association maintains a Register of Chartered Members (Associates and Fellows). This is open to graduates who have completed courses of study acceptable to the Association. In addition to their academic qualifications candidates for the professional register are also required to have had a period of professional practice and to submit written evidence of their experimental learning and continuing development.

* Based on the document "Procedures for the Accreditation of Courses" published by 'The Library Association' 7 Ridgmount Street London, 1992.

B.3: ACCREDITATION OF COURSES AND CHARTERED STATUS

Institutions of higher education and individuals are invited to put forward courses for accreditation by the Association. The purpose of accreditation is to identify courses of study which provide appropriate academic learning for people seeking to pursue a professional career in librarianship and information work. Candidates for the Association's professional register who have completed an accredited course and have had appropriate training may apply for chartered status a year after graduation. The assessment criteria for the award of Associateship will be found in Appendix 'C' at the end of this chapter.

Individuals who have gained a degree through credit accumulation and transfer may put forward a personal record of achievement for accreditation. Any individual who has a qualification accepted in this way may proceed to make application for admission to the Register on the same basis as those who have graduated from accredited courses.

Graduates whose courses of study are not eligible for accreditation may still be able to gain chartered status, but they are required to have at least five years of professional experience before being eligible to apply.

The Library Association published 'Routes to Associate ship and Fellowship' wherein all the requirements for the award of the Association's qualifications are given.

B.4: THE ACCREDITATION BOARD

The Education Committee of the Library Association Council appoints an Accreditation Board which is responsible for considering courses put forward for accreditation. The Board also reviews accredited courses on a regular basis.

Members of the Board are drawn from experienced senior members of the Association, drawn from a wide range of professional practice. All have some practical knowledge and/or experience of higher education.

B.5: COURSES ELIGIBLE FOR ACCREDITATION

Courses submitted to the Association for accreditation may be at undergraduate or postgraduate level. In assessing a course the Board will be primarily concerned with its ~~re~~ relevance to current and developing practice in librarianship and information work, rather than purely academic issues.

In view of the wide range of skills and expertise now needed for the efficient provision of information and the effective management of library and information services, the Association does not seek to stipulate precise requirements for course content. Courses submitted to the Association should, however, provide students with appropriate knowledge and skills to enable them to enter the profession. Members of the Association are occupied in a very wide range of activities, and the following are indicative of some of the main categories of professional employment:

Information Advisers and Consultants: Librarians, information scientists, information officers, teacher-librarians, tutor-librarians, archivist, information managers, information consultants, advice centre experts.

Managers of Services: Directors of information/library services, managers of specialist services (to schools, prisons etc) database organisers, co-ordinators of services in local authorities.

Technical Specialists: Bibliographers, cataloguers, stock editors, trainers of library/information staff.

B.6: APPLICATION FOR COURSE ACCREDITATION

Before applying formally for accreditation, a preliminary telephone call is made to the library Association Education Department, or a brief outline of the course in question is sent. If the course is still in the planning stages in an institution it is possible to arrange for a representative of the Association to attend a meeting of the course development team to explore any potential problems which can be identified and resolved at that stage. An individual acquiring graduate status through credit accumulation and transfer can ask for advice about the appropriateness of any potential element for inclusion in a personal programme.

An initial submission of a course should include enough detail to allow the Board to judge whether or not it is sufficiently relevant to the profession to make it likely that it could be accredited. A course outline and objectives, together with brief information about the department or faculty offering the course are required.

B.7: COURSE SUBMISSION

Formal application for accreditation are made in writing, accompanied by the full course documentation. This

includes the following:

B.7.1: From Institutions:

- i) Full copies of course documents as approved by the academic awarding body;
- ii) Prospectus;
- iii) Curriculum vitae of teaching team (if not included in (i));
- iv) Statistics concerning previous student cohorts (if applicable);
- v) Information concerning resources available to support the course.

B.7.2: From Individuals:

- i) Record of achievement setting out how the degree was obtained;
- ii) Any major piece(s) of work which contributed to the award;
- iii) Curriculum vitae.

^{of}
B.8: CRITERIA FOR THE ASSESS-MENT/ COURSES:
BODY OF PROFESSIONAL KNOWLEDGE

Although there is no prescribed list of studies which must be included in accredited courses, the Association has

identified a body of professional knowledge. Course submitted must include studies which will result in students acquiring the knowledge and skills seen as relevant to current and future professional practice.

The following are the five key learning outcomes which are looked for within any course offered for accreditation, even if they do not feature in the stated learning objectives. Within the structure of the course it must be possible for students to be able to undertake a significant piece of work which will allow them to apply this knowledge in a library or information service context:

- (i) The development of analytical and management skills which can be applied to the acquisition and deployment of resources and the promotion of library and information services within a given organisation.

Examples of possible elements:

- * Organisational models
- * Analysis and problem solving
- * Human motivation and behaviour
- * Personnel management
- * Professionalism and Codes of professional conduct
- * Financial management and budgeting

- * Marketing and promotion
- * Information needs analysis
- * Communication skills
- * Development planning
- * Decision making.

(2) Understanding of the information needs of society

Examples of possible elements:

- * Freedom of information and censorship
- * Information needs of different groups within society
- * Information as a commodity
- * Access to information in developing countries
- * Multi - Culturalism
- * Equal opportunities and non-oppressive practices
- * Scope of the information economy
- * Copyright and intellectual property

(3) Knowledge of the roles, functions and values of library and information services

Examples of possible elements

- * National and international information plans
- * Legislation and its impact
- * Detailed study of services for specific groups

- * Recreation, leisure and the arts
- * Specialist literature
- * Co-operation and co-ordination of services

(4) Understanding of the acquisition, production, organisation and dissemination of information

Examples of possible elements

- * Bibliographical control and sources
- * Selection, management and preservation of materials
- * Publishing and book production
- * Information technology applications
- * On-line systems and services
- * Advanced information systems, hypertext etc.
- * Indexing, classification and cataloguing
- * Evaluation and re-packaging of information
- * Database design and construction
- * Selection of appropriate systems and services

(5) Competence in practical skills

Examples of possible elements

- * Research methodology
- * Statistical methods
- * Basic accounting functions

- * Word-processing and spreadsheets
- * European and other languages

In order to be eligible for accreditation the content of a course does not have to be limited to these five elements. The Accreditation Board may give approval to:

- Courses at undergraduate or postgraduate level which are wholly concerned with the study of the body of professional knowledge set out above;
- Courses at undergraduate level where at least 40% of the credits/hours of study required for successful completion are concerned with the body of professional knowledge, taking account of the other subjects included;
- Individual programmes of study put forward by candidates who have gained degrees by credit accumulation and transfer, to be assessed by the criteria set out above.

The credits/hours of study acceptable to the Association should normally be obtained over the full length of the course. Where credits of different academic levels are available to the proportion studied at the higher levels should normally be the same in the Association's approved content as for the award of the degree as a whole.

In addition to this, the body of professional knowledge the Board considers the following:

- The relevance of the course of the library and information profession
- The contribution made to the profession by staff involved in teaching the course
- The relationship with the parent institution
- The expertise of staff
- The span and quality of courses offered
- The calibre of students as evidenced by assessments and subsequent employment
- The quality of teaching

B.9: ACCREDITATION VISITS

Any course submitted to the Board for the first time will receive accreditation only after its content and professional relevance has been discussed with a visiting party. Visiting parties comprise upto four members of the Accreditation Board, accompanied by the Association's Assistant Director (Education). A visit normally lasts for

one full day. Detailed arrangements for the visit are made in advance between the Association's Education Department and the host institution, and a timetable is prepared and circulated to all involved.

A visit normally include the following elements:

- (1) Meeting with senior staff of the institution, especially those responsible for academic affairs and resource allocation, and the Head of Department.
- (2) Meeting with staff responsible for the development and administration of the course, and student selection.
- (3) Meeting with students either from the course under review or, if it is a new course, from other courses within the same faculty.
- (4) Private meetings of the visiting party are necessary at the end of the visit.

B.10: RESOURCES TO SUPPORT ACCREDITED COURSES

The Accreditation Board wishes to be assured that the institution is providing appropriate adequate learning resources to support any course approved. Evidence is sought during an

accreditation visit, and this aspect is covered in documentation submitted to the Board. Support services are taken to include the library, the computing/information technology centre and audio-visual services. Visits to libraries and ~~other~~ other relevant learning resources may form as part of an accreditation visit.

In assessing the adequacy of library provision the Board considers the contribution the library makes to learning, the services provided and its place within the institution. Account is to be taken of the stock of the library, its selection and the involvement of library staff in course planning to ensure that the resources needed are identified and budgeted for in advance. The needs of students and staff both are to be taken into account.

The Association has published Guidelines for College and Polytechnic Libraries (fourth edition, 1990) which form the basis for consideration of library provision.

The Board is also concerned with the adequacy of computer facilities to support accredited courses. This includes access to terminals, appropriate teaching and learning packages, word-processing facilities and the availability of technical staff to support the learning process.

B.11: REPORTS ON VISITS

At the end of an accreditation visit the Board representatives may inform the institution of the general terms of the report which they will submit, or they may indicate that the outcome will be conveyed in writing.

The visiting party submits a preliminary draft report and recommendations to the Board. When the report is clear and the recommendations acceptable to the Board it is submitted to the institution for checking for factual accuracy. The agreed report is then formally submitted to the Board.

The official report is sent to the institution with two copies of the accreditation form which contain certain conditions given below. It is also submitted to the Association's Education Committee for information:

B.12: CONDITIONS OF ACCREDITATION: NOTIFICATION
OF CHANGE

The conditions of accreditation are set out on the accreditation form and are as follows:

- (1) Any significant changes or modification to course content or structure should be notified to the Board BEFORE implementation.
- (2) Course changes authorised by the award making body should be, submitted in the form of the official documents.
- (3) Details of organisational or resource changes (including teaching staff).

Subject to these conditions, accreditation is normally for a maximum period of five years. On occasion the Board may decide on a shorter period of accreditation, at the end of which the Board reviews the situation.

B.13: RE-ACCREDITATION OF COURSES

The Board is fully aware of the rapidity with which change occurs in higher education, and seeks to ensure that re-accreditation takes place expeditiously. The Board would normally expect to review a course every five years but in addition to this the Board seeks to establish an on-going dialogue which it believes to be mutually beneficial. To assist the process of joint review of courses the Board is anxious to establish other channels of communication through

which discussion of course developments can take place outside the formal accreditation procedure. These might include short visits by one or two Board members with the Assistant Director (Education) to discuss proposed course revision, meetings with course leaders or others at the library Association, fact-finding visits by the Assistant Director (Education) to assist the Board in assessing the significance of major changes, or any other means of communication which maintain and improve dialogue.

The Board believes that this partnership in validation is of benefit both to the Association and the academic institution. Suggestions for other methods of monitoring course development are welcome, and is from time to time proposed by the Board.

B.14: CREDIT RATING OF THE LIBRARY ASSOCIATION'S
PROFESSIONAL QUALIFICATIONS

For some years the Association conducted joint reviews of courses with the Council for National Academic Awards. During the same period the Association was developing new procedures for the award of its own qualifications, based on the assessment of experimental learning after graduation.

The Council for National Academic Awards (CNAA) expressed interest in this development in relation to its own work in this field.

In 1991 the Association applied successfully to the CNAA for credit rating for its awards under the Credit Accumulation and Transfer Scheme (CATS)

CNAA (CATS) determined that the learning derived from the Library Association's Associateship and Fellowship qualifications are at postgraduate level (M.A. level). The following credit ratings were agreed:

Associateship : 20 general credit points at M.A. level

Fellowship : 50 general credit points at M.A. level

(Applicable to candidates receiving these awards from July, 1991 onwards)

B.15: EC DIRECTIVE ON THE MUTUAL RECOGNITION OF PROFESSIONAL QUALIFICATIONS

The European community Directive 89/48/EEC which came into force on 4th January, 1991 requires Member States to introduce legislation to recognise the professional qualifications of migrants from other countries within the community. This includes the designation of authorities to receive

and assess applications for the recognition of qualifications covered by the Directive. The Library Association is the UK Designated Authority to consider qualifications in library and information studies.

APPENDIX 'B'BYE-LAWS OF THE LIBRARY ASSOCIATION

The Accreditation Board and its procedures have been established by the Council of the Library Association under the terms of Bye-laws 9 and 11 which state:

BYE-LAW 9:

The Council shall from time to time make regulations for the purpose of testing the proficiency of Members desiring to be elected to the Register of Chartered Members of the Association. The Register shall contain two categories: Associates and Fellows.

BYE-LAW 11:

The regulations made under Bye-law 9 shall require that Personal Members elected to the Register of Chartered Members as Associates shall have met the following requirements as specified by the Council from time to time:

- (a) the completion of academic qualifications specified by the Council of a standard not less than those approved by the Council on 31st December, 1986; &

- (b) The completion of a period of satisfactory practice specified the Council of not less than one year; &
- (c) The submission of evidence of professional development acceptable to the Council under criteria specified by the Council; and
- (d) The completion of a period of membership of the Association of at least one year.

The responsibility for assessing courses leading to academic qualifications approved under Bye-law 11(a) is delegated by the Education Committee of Council to the Accreditation Board.

APPENDIX 'C'ASSESSMENT CRITERIAASSOCIATESHIP:

Almost all candidates for Associateship will have taken a vocational course in librarianship/information studies at either undergraduate or postgraduate level. The course they followed will have been accredited by the Association, which is therefore aware of both the coverage and level of studies taken. The Chairman of the Registration Board is a member of the Accreditation Board and several other members of the Registration Board also have experience of the Association's course accreditation procedures. The few candidates who have not taken an accredited course are graduates of other disciplines with at least five years practical professional experience from which certain learning outcomes can be expected (Route D). Many candidates apply through Route A, which means that they will have followed a one year training programme approved by the Registration Board. These training programmes are intended to accelerate the candidate's rate of experiential learning.

The Board therefore is in a position to make certain assumptions about the level of academic learning of any

Associateship candidate. It is not seeking to re-assess that learning, but to consider the incremental increase in professional knowledge and understanding which has developed through the candidate's experience in practice. Inevitably a professional Development Report will in part describe what the candidate has done, but the main emphasis is on the evaluation and analysis of that experience. The criteria for assessment emphasise the importance of critical appraisal, evaluation, perception and demonstration of professional judgement. Candidates are required to demonstrate these qualities in the presentation of the period of practice covered by the Professional Development Report, showing how they have added to and developed from the level of theoretical knowledge and practical skills required for the award of their academic qualification. Throughout the report the candidate is seeking to demonstrate a continuous learning curve. In some cases this may have resulted in career progression, but in others the candidate will have remained in the same post with the same duties. Whichever circumstance applies, the candidate must show that learning has taken place and been applied. There must be evidence that the candidate has reflected on the experience gained, has identified the resultant outcomes and, as far as is practicable has applied the results to improve performance thus completing and recommencing the learning cycle.

In applying the assessment criteria the Board expects to find in the submission (supported where appropriate by the reports of scrutineers) evidence of the following:

- (1) Demonstration of an increased level of understanding of the relationship between theory and practice.
- (2) Ability to identify and analyse problems encountered in practice.
- (3) Assessment of the effectiveness of the services or organisations referred to in the submission.
- (4) Understanding of aspects of management and policy such as personnel and finance, even if these have not been within the candidate's responsibilities.
- (5) Awareness of the conceptual framework of the profession, and how the candidate's own functions fit into it.
- (6) Critical evaluation of personal performance, including demonstration of the ability to identify weaknesses, seek appropriate means of improvement, and analyse personal learning outcomes from training received.
- (7) Development of a personal professional viewpoint which is constantly reassessed in the light of increasing experience and knowledge.
- (8) Indication of potential for further development which could progress to the level required for fellowship.

- (9) Continuing progressive learning through reading, participation in professional affairs and attendance at courses/conferences.
- (10) An understanding that learning is a continuous process based on analysis and evaluation of experience, synthesized to develop intellectual ability and improve professional performance.
- (11) Progression from the level of attainment required for the academic award of graduate or post-graduate qualifications in information studies.

The report itself may be supported by appendices, including work such as reports, project presentations or publications which have been prepared by the candidate in professional practice. Such evidence will be assessed from the point of view of its relevance, for its own merit, and the candidate's own assessment of it within the body of the report.

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CHAPTER FIVE

ANALYTICAL STUDY OF LIBRARY AND

INFORMATION SCIENCE PROGRAMMES IN INDIA

ANALYTICAL STUDY OF LIBRARY & INFORMATION SCIENCEPROGRAMMES IN INDIA*

The investigator of the present study was able to identify 112 (table 1) institutions including Universities, Colleges, Polytechnics, Associations and other centres offering training in Library and Information Science at various levels. There are eighty-four University Departments imparting education in Library and Information Science leading to Bachelor of Library and Information Science (B.Lib.I.Sc.), out of which Fifty-five are offering Master of Library and Information Science (M.Lib.I.Sc.) courses as well, while Nine Universities have facilities for Master of Philosophy (M.Phil) in Library and Information Science also. As many as Forty Universities have initiated Doctoral Studies (Ph.D.) in Library and Information Science. Twelve Universities have started Library and Information Science Training Programmes at various levels through distance Education programmes (Table 2). There is a proliferation of schools at undergraduate level also, which are being run by the professional library associations, polytechnics and other organisations. Three Documentation centres have been conducting specialised training courses in the field of Information Science, Documentation etc.

* This Chapter is based on the findings of the investigators study.

In the following paras an attempt would be made to make the analytical study of the different aspects of the Library and Information Science Schools imparting training at various levels in India.

A: NOMENCLATURE OF THE DEPARTMENTS

In most of the Universities the Library Science departments are known by "Department of Library and Information Science". The content of Library and Information Science is present in almost all the Universities. Certain departments are having the nomenclature like:

- (i) Department of Library Science and Documentation
- (ii) College of Library and Information Science
- (iii) School of Library and Information Science
- (iv) Institute of Library and Information Science
- (v) Library and Information Science PG Centre
- (vi) Department of Studies and Research in Library and Information Science
- (vii) Faculty of Library and Information Science
- (viii) Library Science Training College
- (ix) School of Studies in Library and Information Science

B: YEAR OF ESTABLISHMENTS OF THE DEPARTMENTS

If we will look at Table 3 wherein the year of establishment of certain Library and Information Science Departments are given, we observe one department each in 1920s and 1930s. Four departments in 1940s; seven departments in 1950s; Twenty-eight departments in 1960s; Nineteen departments in 1970s; Thirty-one departments in 1980s and few departments in 1990s. This indicates that much growth of LIS schools has taken in 1980s.

C: FACULTIES TO WHICH LIBRARY AND INFORMATION SCIENCE DEPARTMENTS ARE ATTACHED

If we will look at Table 4 we observe that most of the Library and Information Science Departments are attached with the Arts Faculty of the University. Then comes the Faculty of Social Sciences to which are attached certain LIS Departments in certain Universities. There are three departments attached with the Science Faculties. In few Universities there are separate LIS Faculties. Certain departments are attached with the Faculties such as Arts and Commerce; Arts, Commerce and Fine Arts; Arts and Languages; Science and Technology; Arts and Social Sciences; Social and Behavioural Science; Education, Library Science and Journalism; Education.

D: NUMBER OF FACULTY MEMBERS

If we will look the number of Faculty Members in certain Universities given in the Table 5, we observe that in most of the LIS departments the Professor Posts are not available. In certain departments where the Professors are available the number ranges from 1-4. The highest number of Professors are available in Delhi University, i.e. 4, then comes Banaras Hindu University, i.e. 3. The number of Readers ranges from 1-5. The highest number of Readers, i.e. 5 are available in Karnataka University. The number of Lecturers range from 1-7. The highest number of Lecturers, i.e. 7 are available in the University of Calcutta. In certain departments in addition to full time faculty members, there are Guest Lecturers, Part-time Lecturers, Visiting Fellows, contributory Lecturers, Research Associates etc.

There are certain departments where no full-time Faculty Members are present and the classes are taken by the Part-time faculty members.

E: FULL TIME HEAD

In almost all the LIS departments there are full-time Head, but there are few Universities where there are no full-time heads such as Bhavnagar University, Marathwada University,

Mohan Lal Sukhadia University, University of Jammu, SMDT Womens University. In these Universities the University Librarians act as Head of department. In few Universities there are posts like Professor-cum-Librarian, e.g. University of Jammu.

F: PAY SCALES

In almost all the LIS departments where full-time faculty members are present they are getting UGC pay scales.

G: NUMBER OF SEATS

The number of seats at different levels vary from department to department (Table 6). The number of Ph.D. and M.Phil. scholars depends upon the number of supervisors available in the department. The number of M.Phil scholars ranges from 3-10. The highest number of M.Phil. scholars are present in Andhra University. The number of MLIS students ranges from 10-30. The number of BLIS students ranges from 5-100. The lowest number is available in the Directorate of Education Andaman & Nicobar; the highest number is available at the University of Calcutta. In IGNOU, the number of BLIS students is 800 which are doing their BLIS through distance education.

H: ADMISSION CRITERIA

The admission criteria in general for different levels of courses is as under:

Ph.D. : MLIS 55 % marks

(In certain Universities it is: (i) M.Phil., MLIS; (ii) M.A., MLIS; (iii) M.Phil. or 8 years Library Experience after MLIS; (iv) M. Phil. or MLIS; (v) MLIS + 5 years Library experience; (vi) MLIS with 3 years teaching experience)

M. Phil. : MLIS 55 % marks

(In certain Universities there is entrance Test also)

MLIS : Degree in Arts, Science or Commerce with a degree in Library Science.

(In certain Universities there is entrance test also)

Associationship : Master's degree or degree Course in professional discipline like Engineering, Medicine etc. and two year's experience in a specialist library.

BLIS : Degree in Arts, Science or Commerce.

(In certain Universities there is (i) Entrance Test; (ii) M.A. desirable; (iii) Library experience desirable)

Diploma Course : Matriculation/Higher Secondary

Certificate Course : Matriculation/Higher Secondary

I: YEAR OF STARTING OF THE DIFFERENT COURSES

If we will look at the Table 7, we observe that before 1970s there was single University, i.e. University of Delhi

which initiated Ph.D. in Library Science in 1954. In 1970s there were few more Universities including Andhra, Gulberga, Karnataka, Punjab, Bombay, Mysore, Rajasthan. The maximum growth in initiating the Ph.D. programmes in LIS by the Universities has taken place in 1980s. Regarding M.Phil. programmes, it was also started first by the University of Delhi in 1978. In 1980s it was started by the Andhra, Gulberga, S.K. University. In 1990s it was started by Aligarh, Osmania, Ravishankar, Sambalpur, Kashmir.

Most of the Universities have started MLIS course in 1980s. We can observe that there is hardly any University where both BLIS and MLIS have been started at a time.

J; DURATION OF COURSE

The duration of courses in general for different levels is as under:

Ph. D.	: Two to three years
M.Phil	: One to one and half years
MLIS	: One year
BLIS	: One year
Associate-ship	: Two years
Diploma Course	: One to two years
Certificate Course	: Six to twelve months.

In Madras University there is two years integrated M.Sc. programme, Andhra University is planning to start two years integrated MLIS programme; Karnataka University has discontinued two year integrated MLIS from 1993-94; S.B. Women's College Cultack started two years MLIS from 1994-95)

K: NOMENCLATURE OF DEGREES

The names of the training courses continued to change according to the developments in the LIS field. The courses started earlier were titled as certificate in Library Science (short term course) and Diploma in Library Science (one year course after graduation). On the recommendation of the UGC Review Committee (1965), the diploma course was later termed as degree course with almost the same curriculum content. Later on, when the term 'documentation' became more current as a result of increasing number of special libraries offering documentation services and the need for providing training in documentation was recognised, Rajasthan University changed the name of its course to "Bachelor in Library Science and Documentation". The developments in informatics and their revolutionary impact on library services necessitated change in the curriculum contents. The papers on information communication, computer application in libraries, use of micrographics, and duplicating equipments

etc. have been introduced. To reflect this change in syllabi, the UGC panel on Library and Information Science (1982) recommended that all library schools might consider changing the nomenclature from Bachelor of Library Science (B.Lib.Sc.) and Master of Library Science (M.Lib.Sc.) to Bachelor of Library and Information Science (B.L.I.Sc.) and Master of Library and Information Science (M.L.I.Sc.) respectively. The change has been effected in almost all the University departments.

L: STARTING OF THE ACADEMIC SESSION

Regarding the Ph.^{D.} it depends on the meeting of the Board of Research Studies which vary from University to University. The academic session for all other courses starts during July-August every year in almost all the Universities (March-April - for Kashmir).

M: RESERVATION OF THE SEATS

In almost all the Universities there is reserved quota of seats for the different categories such as inservice, freshers, schedule castes/schedule tribes/backward classes, sports etc.

N: ANNUAL TUITION FEE ETC.

The annual/Registration/Examination fee vary from department to department. In certain departments the tuition fee is paid monthly and where there is semester system, it is paid semesterwise. In J&K State there is no tuition fee.

O: REVISION OF THE CURRICULUM

The revision of the curriculum, it ranges from 1-5 years. In certain departments it takes place after every year, 2 years, 3 years and so on. In certain departments there is no fixed duration and takes place irregularly. This needs uniformity.

P: COURSE CONTENTS

The broad outline of course contents at different levels is given below:

Certificate course:

- i) Library Management (Routine operations)
- ii) Library Organisation
- iii) Library classification (Theory and Practice)
- iv) Library Cataloging (Theory and Practice)
- v) Bibliography and Reference Science.

Diploma Course:

- i) Library and Society
- ii) Bibliography
- iii) Cataloging
- iv) Classification
- v) Documentation
- vi) Library administration
- vii) Library correspondence
- viii) Reference Service.

Degree Course:

- i) Library administration
- ii) Library and Society (Library Organisation)
- iii) Physical bibliography and Reference Service
- iv) Classification (Theory and Practice)
- v) Cataloging (Theory and Practice)
- vi) Documentation and Reference services.

Master's Course:

- i) Universe of Knowledge (Its development and structure)
- ii) Depth Classification (Theory)
- iii) Advanced Cataloging
- iv) Library system
- v) Literature survey

- vi) Research Methodology
- vii) Information systems
- viii) Project Reports.

Associateship Course:

- i) Information Sources
- ii) Information Processing and organisation
- iii) Information communication
- iv) Information Systems Management
- v) Information Technology
- vi) Research Methodology
- vii) Project Report.

The professional contents at various levels have been framed keeping in view the objectives to be achieved in each case, i.e. familiarisation with library routines at lower level (certificate course); efficient performance of library operations at middle level (Diploma/Degree course); and holding managerial positions at higher level or taking up of consultancy and teaching jobs (Master/Associateship course).

The courses at degree and master's level in practice are broadly based on the course contents recommended by the

UGC Review Committee (1965) and therefore are of uniform nature. But keeping in view the changing needs of the users in general and of the specialised groups in particular and also as the result of modern technological impact, some teaching departments/institutes have introduced new papers or given disciplinary slant to certain existing papers.

Some of the significant changes can be cited as under:

Bachelor of Library and Information Science:

Guru Nanak Dev. University	: Asian Bibliography; Audio Visual Library Methods
Mysore University	: Rural Library Service
University of Poona	: Philosophy of Librarianship
University of Rajasthan	: Comparative Librarianship
SNDT University	: History of Books and Printing
IGNOU	: Computer Basis and Application

Master of Library & Information Science

Bombay University	: Current Developments in Library Science
Calcutta University	: Library Services for Children

Delhi University	: Library Systems Analysis; Information Storage and Retrieval system; Computer Application in Libraries.
Nagpur University	: Information and Communication; Elements of Information Sc.; Systems Analysis and Statistical methods; Evaluation of Information Systems and Services; Computer Application in Libraries.
University of Poona	: Comparative and International Librarianship.
University of Mysore	: Comparative Studies in Librarianship.
SNDT University	: Comparative and International Librarianship.
IGNOU	: Information Communication & Society; Information Sources, systems and Programmes; Information Processing and Retrieval; Information Institutions, Services and Products; Application of Information Technology; Preservation and conservation of Library Material; Technical writing.

An outline of the course contents of some Universities and institutions is given in Table 8 to have a fair estimate of the papers taught.

Q: STUDENTS ASSESSMENT

In most of the universities there is an annual system of examination both for BLIS & MLIS while as in few Universities there is semester system.

The medium of instruction in most of the Universities is English. In Madhe Pradesh the medium of instruction is English and Hindi. The regional languages like Telugu, Marathi, Gujarati, Bengali and Punjabi are mostly used as medium of instruction.

In most of the Universities there is provision for educational tour for BLIS and MLIS students. In certain Universities the tour is compulsory for both the courses while as in certain Universities it is compulsory only for BLIS students.

The assessment of the students is mainly based on written examination, project and term papers. In certain Universities there is also provision for tours and visits, practical hours, orientation programmes and internships.

The minimum attendance required for appearing in the examinations varies from 60 % to 80 % at different levels.

The minimum percentage of marks allotted for the internal assessment varies from 20 % to 50 %.

The percentage of marks required to pass each paper and percentage in aggregate varies from 33 % to 50 %. In certain Universities the percentage of pass the theory & practical papers varies.

The provision for the failed students vary from University to University. Following are the provisions for the failed students in certain Universities:

- i) To appear as ex-student
- ii) The student has to repeat the course in full if failed three times.
- iii) To be readmitted
- iv) Reappear in all
- v) Supplementary examination
- vi) Reappear in the failed paper.

R: TEACHING METHODS

The lecture method is the generally practised method upto MLIS level. It is only at the Associateship level that lectures are reduced to a minimum. Here the teaching programme includes class discussions, tutorial work, group discussions and project work. This ensures active participation of the students in the learning process. The curricula at degree level too prescribe teaching hours for tutorials and group discussions but these are not attended to seriously.

AS part of the practical work, the University departments arrange tours to other libraries so that the students may observe a close hand services provided by different

types of libraries. But these are so loosely planned, that the very purpose of undertaking them is lost.

Not much use of audio-visual aids is visible in teaching lessons upto master's level. The Black Board/verbal discussion teaching is the most popular method adopted by the teachers. Though the course contents at master's level include a paper on "Computer application in libraries", students who opt for this paper, seldom got a chance to use the machine. There are only few departments where the computer facility is available. In most of the Universities, even simple audio-visual aids like microfilm readers and overhead projectors are not available to supplement teaching work.

Teaching standards are not uniform in the Universities. While high standards have been maintained by some departments and institutes, the same cannot be said of many others.

S: GOVERNANCE

There are only few departments who have the powers to make the purchases of books, journals and printing/furniture items.

There is hardly any department where the supporting staff like Departmental Librarian, Section Officer, Assistant, Stenographer, Library Bearer, Peon, Sweeper are present. We can only have the example of Delhi University where all the supporting staff is present. In most of the departments there is no supporting staff and where it is present, it is either Assistant or Library Assistant or Peon.

In most of the departments there are departmental committees present. There are few departments where students also participate in the departmental committee such as Jadavpur University, North Eastern Hill University and Osmania University.

T: FINANCIAL POSITION

There is hardly any department where the grants for the purchase of books/journals are sufficient. There are few departments where the grants are moderate but the majority of the departments have sufficient grants.

U: PHYSICAL FACILITIES

Building:

When it comes to physical facilities the condition of the library schools is still worse. There are only few

departments in the country having its own building such as Khrukhshetra University, Sambalpur University, Training College Pachmari. Only few departments are having moderately sufficient accommodation though not independent buildings. In many departments there are no independent rooms for faculty members, no classrooms even, (they are to share classroom with some other departments).

Library:

Though some of the departments are having some books collection, they do not have a separate library managed by full-time staff. Of course, the University of Delhi's Department is an exception and few other departments.

TABLE - 1

LIST OF UNIVERSITIES/COLLEGES/POLYTECHNICS/ ASSOCIATIONS
AND OTHER INSTITUTIONS IN INDIA CONDUCTING LIBRARY AND
INFORMATION SCIENCE PROGRAMMES AT VARIOUS LEVELS:

<u>S.No.</u>	<u>Name of University/College/Polytechnic/ Association/Institution with address:</u>	<u>Courses conducting</u>
1.	A.E.C. Training College and Centre, Department of Library and Information Science, Pachmarki-461881 (M.P.)	(i) BLIS (ii) CLIS
2.	Academy of Library Science and Documentation, Hyderabad (AP)	INA
3.	Agra University, Department of Library & Information Science, Agra (UP)	(i) BLS & Manus- criptology
4.	Aligarh Muslim University, Depart- ment of Library & Information Science Aligarh - 202001 (UP)	(i) Ph.D. (ii) M.Phil. (iii) MLIS (iv) BLIS
5.	Amravati Nagar Wachnalya, College of Library & Information Science, Amravati (Maharashtra)	(i) BLIS
6.	Amravati University, Department of Library & Information Science, Vidarbha (Maharashtra)	(i) MLIS (ii) BLIS
7.	Andhra Pradesh Library Association, School of Library Science, Sri Sarvottam Bhavanam, Vijayawada - 520006 (A.P.)	(i) CLIS

- | | | |
|--|---|------------------------------|
| 8. Andhra University, Department of Library & Information Science, Waltair - 530003 (AP) | (i) Ph.D.
(ii) M.Phil
(iii) MLIS
(iv) BLIS | |
| 9. Annamalai University, Annamalai-nagar - 608002 (Tamil Nadu) | (i) MLIS
(ii) BLIS
(iii) CLIS
(iv) Cert. in Res. & NBM | } Through Distance Education |
| 10. Awadhesh Pratap Singh University, Department of Library & Information Science, Rewa (MP) | (i) BLIS | |
| 11. Banaras Hindu University, Department of Library & Information Science, Varanasi - 221005 (UP) | (i) Ph.D.
(ii) MLIS
(iii) BLIS | |
| 12. Bangalore University, Department of Library & Information Science, Bangalore - 560056 (Karnataka) | (i) Ph.D.
(ii) MLIS
(iii) BLIS | |
| 13. Berhampur University, Berhampur 760007 (Orissa) | (i) BLIS
(ii) CLIS
(iii) | |
| 14. Barkatullah University, Bhopal. | (i) BLIS | (through Dist. Edu) |
| 15. Bengal Library Association, P-134 CIT Scheme - 52, Calcutta - 700014 (W.B.) | (i) CLIS | |
| 16. Bhagalpur University, Institute of Library Science, Bhagalpur-812007 (Bihar) | (i) MLIS
(ii) BLIS
(iii) DLIS | |
| 17. Bhartiya Shiksha Parishad, Gomati Nagar, Lucknow (UP) | (i) DLIS | (through Dist. Edu) |
| 18. Bhavnagar University, Library & Information Science, PG Centre, Gaurishankar Lake Road, Bhavnagar-364002 (Gujarat) | (i) Ph.D.
(ii) MLIS
(iii) BLIS | |

19. Bishop Herber College, Tiruchirapalli (T.N.) (i) M.Sc. (Lib. & Inf. Sc.)
20. Bundelkhand University, Jhansi (UP) (i) BLIS
21. Central Institute of Library Science Post Box 167, Hyderabad-500001 (AP) (i) BLIS
(ii) CLIS
22. Chitrakut Gramoday, Viswavidyalaya (i) BLIS
23. Coalfield Library Association c/o State Library Golf Ground, Dhanbad-826007 (Bihar) (i) CLIS
24. College of Library & Information Science (SMIT), Brundaban Bihar, Ankuspur-761100 (i) MLIS
(ii) BLIS
(iii) CLIS
25. Delhi Library Association, Delhi
26. Directorate of Education Andaman & Nicobar (under the Pondicherry Central University) (i) BLIS
27. Doctor B.R. Ambedkar Open University, Hyderabad (AP) (i) BLIS (through Dist. Edu)
28. Doctor Hari Singh Gour University Department of Library & Information Science, Sagar - 470003 (MP) (i) Ph.D.
(ii) MLIS
(iii) BLIS
29. Documentation Research and Training Centre, 8th Mile, Mysore Road, RV College, Post Bangalore-560059 (Karnataka) (i) Associateship in Documentation & Information (ADIS)
30. G.S. Commerce College, Nagpur, (Maharashtra) (i) CLIS
31. Gauhati University, Jalukbari, Department of Library & Information Science, Gauhati-781014 (Assam) (i) Ph.D.
(ii) MLIS
(iii) BLIS

32. Government Girls Degree College, Department of Library & Information Science, Morar, Gwalior (MP) (i) BLIS
33. Government Polytechnic for Women, Ambala City (Haryana) (i) DLS
34. Government Polytechnic for Women, Bangalore
35. Government Polytechnic for Women, Sector 10-D, Chandigarh (i) CLIS
36. Government Polytechnic for Women, Ladowali Road, Jalandhar City (Punjab) (i) DLIS
37. Government T.R.S. College, Department of Library & Information Science, Rewa-486001 (MP) (i) Ph.D.
(ii) MLIS
(iii) BLIS
38. Gujarat University, School of Library & Information Science, Navrangpura, Ahmedabad-380009 (Gujarat) (i) MLIS
(ii) BLIS
39. Gulbarga University, Department of Studies and Research in Library & Information Science, Gulbarga-585106 (Karnataka) (i) Ph.D.
(ii) M.Phil
(iii) MLIS
(iv) BLIS
(v) Optional subject at undergraduate level
40. Guru Ghasidas University, Department of Library & Information Science, Bilaspur (MP) (i) MLIS
(ii) BLIS
41. Guru Nanak Dev University, Department of Library & Information Science, Amritsar-145005 (Punjab) (i) Ph.D.
(ii) MLIS
(iii) BLIS
42. H.P.T Arts and R.Y.K Science College, Nasik-422005 (i) BLIS

43. Indian National Scientific Documentation Centre (INSDOC), 14 Satsang Vihar Marg, Special Institutional Area, New Delhi-110067. (i) Associateship in Information Science (AISc)
44. Indira Gandhi National Open University Faculty of Library & Information Science, Maidan Garhi, New Delhi-110068 (i) MLIS (through Distance Education.)
(ii) BLIS
45. Isabella Thoburn College, Lucknow (UP) (i) BLIS
46. Jadavpur University, Department of Library & Information Science, Calcutta -700032 (West Bengal) (i) Ph.D.
(ii) MLIS
(iii) BLIS (day & evening)
47. Jamia Millia Islamia, Department, of Library & Information Science, Jamia Nagar, New Delhi-110025. (i) BLIS
48. Jiwaji University, Department of Library & Information Science, Gwalior (MP) (i) Ph.D.
(ii) MLIS
(iii) BLIS
49. Kakatiya University, Warangal-506007 (i) BLIS (through Distance Edu.)
(ii) CLIS
50. Kalyani University, Department of Library & Information Science, West Bengal. (i) BLIS
51. Karnatak University, Department of Library & Information Science, Dharwad-580003 (Karnataka) (i) Ph.D.
(ii) MLIS
(iii) BLIS
52. Kashi Vidyapith, Varanasi
53. Kerala Gandhasala Sanghum (i) CLIS
54. Kerala State Central Library (i) CLIS

55. Kota Open University, Sukh Dhan Station Road (i) DLIS (through Dist. Edu)
56. Kurukshetra University, Department of Library & Information Science, Kurukshetra-132119 (Haryana) (i) Ph.D.
(ii) MLIS
(iii) BLIS
(iv) DLIS (through dist. edu)
(v) BLIS
(vi) MLIS
57. Lalit Narayan Mishra University, Institute of Library Science, Darbhanga-846004 (Bihar) (i) BLIS
58. Library Science Training College, Basantpur, Jhitkahi, Sakra, Muzzafarpur, Bihar (Recognised by Bihar Rajya Pustakalya Sangh) (i) CLIS
59. M.L.B Arts and Commerce College, Department of Library & Information Science, Lashkar, Gwalior (M.P.) (i) Ph.D.
(ii) MLIS
(iii) BLIS
(iv) CLIS (planning to start)
60. Madurai Kamraj University, Department of Library & Information Science, Palakalai Nagar, Madurai-625021 (T.N.) (i) MLIS
(ii) BLIS
(iii) BLIS (through & Dist. Edu CLIS also)
61. Mahant Phool Singh Kanya, Mahavidyalya, Khanpur Kalan, Near Sonapat (Haryana) (i) DLIS
62. Maharaja Sayaji Rao University of Baroda, Department of Library & Information Science, Station Road, Baroda-390002 (Gujarat) (i) MLIS
(ii) BLIS
63. Makhanlal Chaturvedi National University of Journalism, Department of Library & Information Science, Bhopal (M.P.) (i) MLIS
(ii) BLIS

64. Mangalore University, Department of Library and Information Science, Mangalore-575003, (Karnataka) (i) Ph.D. (ii) MLIS (iii) BLIS
65. Marathwada University, Department of Library and Information Science Aurangabad-431004 (Maharashtra) (i) MLIS (ii) BLIS
66. Mohanlal Sukhadia University, Department of Library and Information Science, Udaipur-313001 (Rajasthan) (i) BLIS (ii) CLIS
67. Nagpur University, Department of Library and Information Science, Nagpur-440010 (Maharashtra) (i) Ph.D. (ii) MLIS (iii) BLIS
68. National Social Science Documentation Centre (NASSDOC), 35 Feroze Shah Road, New Delhi-110001 (i) Associateship in Library & Information Science, Social Sciences (ALISS)
69. North-Eastern Hill University, Department of Library and Information Science, Mayurbhanj House, Nongthymmai, Shillong-793003 (Assam) (i) Ph.D. (ii) MLIS (iii) BLIS
70. Nutan Maratha Mahavidyala, Jalgaon (Maharashtra) (under utter Maharashtra Vidyapeeth) (i) BLIS (ii) CLIS
71. Osmania University, Department of Library and Information Science Hyderabad-500007 (AP) (i) Ph.D. (ii) M.Phil. (iii) MLIS (iv) BLIS
72. Punjab University, Department of Library and Information Science Sector 14, Chandigarh-160014. (i) Ph.D. (ii) MLIS (iii) BLIS

73. Polytechnic for Women, Hasan Garh. *INA*
74. Punjabi University, Department of Library and Information Science, Patiala-147002 (Punjab) (i) Ph.D.
(ii) MLIS
(iii) BLIS
(iv) DLIS (through Dist Edu.)
75. Rabindra Bharti University, Department of Library and Information Science, Dwarkanath Tagore Lane Calcutta-700007 (W.B.) (i) B.LIS
76. Ranganathan Institute of Library and Information Science for Applied Research, Madras, (T.N.) (RILISAR) (i) Post-graduate Diploma in Management Information System.
77. Rani Durgavati University, Department of Library and Information Science, Jabalpur-482002 (M.P.) (i) BLIS
78. Ravi Shankar University, School of Studies in Library and Information Science, Raipur-492002 (MP) (i) Ph.D.
(ii) M.Phil.
(iii) MLIS
(iv) BLIS
79. S.B. Women's College, Department of Library and Information Science Cuttack-753001 (Orissa) (i) B.A.(Hons) & B.A.(Pass) LIS
(ii) MLIS
80. S.K.D.A.V Polytechnic for Women, Industrial Area, Rourkela-769012 (Orissa) (i) DLIS
81. Sambalpur University, Department of Library and Information Science Sambalpur-768017 (Orissa) (i) Ph.D.
(ii) M.Phil.
(iii) MLIS
(iv) BLIS
82. Sampurnanand Sanskrit University, Department of Library and Information Science, Varanasi (UP) (i) BLIS

83. Sardar Patel University, Department of Library and Information Science, Vallabh Vidyanagar (Gujarat) (i) MLIS (ii) BLIS (iii) CLIS
84. Saurashtra University, Department of Library and Information Science, Rajkot-360005 (Gujarat) (i) BLIS
85. Shivaji University, Department of Library and Information Science, Vidyanagar, Kolhapur-416004 (Maharashtra) (i) MLIS (ii) BLIS
86. Shreeemati Nathibai Damodar Thackersey (SNDT) Women's University, Sh. Hansraj Pragji Thackersey School of Library Science, Bombay-400020 (Maharashtra) (i) MLIS (ii) BLIS
87. South Gujarat University, Department of Library and Information Science, Surat (Gujarat) (i) BLIS
88. Sri Krishnadevaraya University, Department of Library and Information Science, Anantpur (AP) (i) MLIS (ii) BLIS
89. Sri Venkateshwara University, Department of Library and Information Science, Tirupati-517502 (AP) (i) Ph.D. (ii) M.Phil. (iii) MLIS (iv) BLIS (v) CLIS (through distance education)
90. Tilak Maharashtra Vidyapeeth, Vidyapeeth Bhavan, Gultekadi Pune-411037 (Maharashtra) (i) BLIS
91. University of Ajmeer, Ajmeer-305001 (Rajasthan) (i) CLIS

92. University of Bombay, Department of Library and Information Science
Bombay-400032 (Maharashtra) (i) Ph.D.
(ii) MLIS
(iii) BLIS
93. University of Burdwan, Department of Library and Information Science
Burdwan-713104 (W.Bengal) (i) Ph.D.
(ii) MLIS
(iii) BLIS
94. University of Calcutta, Department of Library and Information Science, Calcutta-700073
(W.Bengal) (i) Ph.D.
(ii) MLIS
(iii) BLIS
95. University of Calicut, Department of Library and Information Science, Calicut-673635 (Kerala)
(i) Ph.D.
(ii) MLIS
(iii) BLIS (regular)
(iv) BLIS (Evening)
96. University of Delhi, Department of Library and Information Science, Delhi-110007
(i) Ph.D.
(ii) M. Phil.
(iii) MLIS
(iv) BLIS
97. University of Jammu, Department of Library and Information Science, Jammu (J&K)
(i) Ph.D.
(ii) MLIS
(iii) BLIS
98. University of Kashmir, Department of Library and Information Science, Hazratbal, Srinagar-190006 Kashmir (J&K)
(i) Ph.D.
(ii) M.Phil
(iii) MLIS
(iv) BLIS
(v) CLIS (through Dist. Edu.)
99. University of Kerala, Department of Library and Information Science, Trivandrum-695034 (Kerala)
(i) Ph.D.
(ii) MLIS
(iii) BLIS
100. University of Lucknow, Department of Library and Information Science
Badshah Bagh, Lucknow-226007 (UP) (i) BLIS
101. University of Madras, Department of Library and Information Science
Madras-600005 (Tamil Nadu) (i) Ph.D.
(ii) M.Sc.
(iii) MLIS (through
(iv) BLIS dist. Edu
(v) CLIS also)

102. University of Manipur, Department of Library and Information Science Imphal (Manipur) (i) BLIS
103. University of Mysore, Department of Library and Information Science, Manasagangotri, Mysore-570006 (Karnataka) (i) Ph.D. (ii) MLIS (iii) BLIS (iv) Dip. in Lib. Automation.
104. University of Patna, Department of Library and Information Science Patna (Bihar) (i) BLIS
105. University of Poona, Department of Library and Information Science, Pune - 411007 (Maharashtra) (i) Ph.D. (ii) MLIS (iii) BLIS
106. University of Rajasthan, Department of Library and Information Science and Documentation, Jaipur-302004 (Rajasthan) (i) Ph.D. (ii) MLIS (iii) BLIS (iv) CLIS
107. Uttar Pradesh Library Association, School of Library Science C/O Hindu College, Moradabad, 244001 (UP) (i) CLIS
108. Uttar Pradesh Library Association, Library Science Training Centre, C/O SERC Library, Roorkee, -247667 (UP) (i) CLIS
109. Vaish Technical Institute, Rohtak (Haryana) (i) DLIS
110. Vidyasagar University, Department of Library and Information Science, Midnapore-721101 (W. Bengal) (i) Ph.D. (ii) MLIS (iii) BLIS
111. Vikram University, School of Studies in Library and Information Science, Ujjain-456010 (MP) (i) Ph.D. (ii) MLIS (iii) BLIS
112. Women's Polytechnic, Department of Library and Information Science Maharani Bagh, Delhi-110065 (i) DLIS

TABLE - 1AUNIVERSITIES CONDUCTING M.Phil. PROGRAMME
IN LIBRARY AND INFORMATION SCIENCE:

1. Aligarh Muslim University;
2. Andhra University;
3. Gulbarga University
4. Osmania University;
5. Ravi Shankar University
6. Sambalpur University
7. Sri Venkateshwara University
8. University of Delhi
9. University of Kashmir

TABLE - 1BUNIVERSITIES CONDUCTING Ph.D. PROGRAMME IN
LIBRARY AND INFORMATION SCIENCE

1. Aligarh Muslim University
2. Andhra University
3. Banaras Hindu University
4. Bangalore University
5. Bhavnagar University
6. Doctor Hari Singh Gour University
7. Gauhati University
8. Government T.R.S. College
9. Gulbarga University
10. Guru Nank Dev University
11. Jadavpur University
12. Jiwaji University
13. Karnatak University
14. Kurukshetra University
15. M.L.B. Arts and Commerce College
16. Mangalore University
17. Nagpur University
18. North Eastern Hill University
19. Osmania University
20. Punjab University
21. Punjabi University

22. Ravi Shanker University
23. Sambalpur University
24. Sri Venkateshwara University
25. University of Bombay
26. University Burdwan
27. University of Calcutta
28. University of Calicut
29. University of Delhi
30. University of Jammu
31. University of Kashmir
32. University of Kerala
33. University of Madras
34. University of Mysore
35. University of Poona
36. University of Rajasthan
37. Vidyasagar University
38. Vikram University.

UNIVERSITIES OFFERING LIBRARY AND INFORMATION PROGRAMMES THROUGH
DISTANCE/CORRESPONDENCE SYSTEM OF EDUCATION

<u>S. No.</u>	<u>University</u>	<u>Programmes</u>	<u>Duration</u>	<u>Eligibility</u>	<u>Contact Address</u>
1.	Annamalia	MLIS BLIS	1 year 1 year	BLIS Bachelor's Degree Intermediate	Registrar, Annamalia Univer- sity, DDE, Annamalia Nagar-O
2.	Barkatullah	BLIS	1 year	Bachelor's Degree	Registrar, Barkatullah University, Bhopal
3.	Dr. B. R. Ambedkar Open University	BLIS	1 year	Bachelor's Degree	Director, (Student Service) Dr. B. R. Ambedkar Open University (AP Op University, 8-3-9 10/6 & 6, Srinaga Colony Road, Punjabgutta, Hyder
4.	Indira Gandhi National Open University	MLIS BLIS	1 year 1 year	BLIS Bachelor's Degree	Indira Gandhi National Open University, Malda Garhi, New Delhi-1
5.	Kakatiya	BLIS CLIS	1 year 6 months	Graduate + Entrance Test Intermediate	Kakatiya Universti School of Distanc Learning and Cont nuing Education, Warangal-506009.

<u>No.</u>	<u>University</u>	<u>Programmes</u>	<u>Duration</u>	<u>Eligibility</u>	<u>Contact Address</u>
6.	Kota Open University.	DLIS	1 year	Hr. Sec. or 5 years Exp. for those who are not XI pass	Kota Open University, Sukh Dham, Station Road, Kota-01.
7.	Kurukshetra	MLIS BLIS	1 year 1 year	BLIS Bachelors Degree	Registrar, Kurukshetra University, Kurukshetra.
		DLIS	6 months	INA	
8.	Madurai Kamaraj	BLIS CLIS	1 year 3 months	Graduate Hr. Sec.	Director, Madurai Kamaraj University, Institute of Correspondence Courses & Cont. Edu., University Building, Palkalainagar Madurai-625021.
9.	Punjab	DLIS	1 year	Matric with English Inservice Prof.	Head of Department, Punjab University, Dept. of Correspondence Courses, Patiala-147002.
10.	Sri Venkateshwara	CLIS	6 months	Intermediate selection on merit	Sri Venkateshwara University, Inst. of Corres. Courses, Tripatti-571502.
11.	University of Kashmir	CLIS	6 months	Matric/ Hr. Sec.	Chairman, Bhastance Education, University of Kashmir, Srinagar-190006.
12.	University of Madras	MLIS BLIS CLIS	1 year 1 year 3 months	BLIS Bachelors 12th pass/ Hr. Sec.	Director, University of Madras, Inst. of Corres. Edu., Chepauk, Madras-600005.

T A B L E - 3

YEAR OF ESTABLISHMENT OF LIBRARY AND INFORMATION
SCIENCE DEPARTMENTS IN VARIOUS UNIVERSITIES /
COLLEGES / CENTERS IN CHRONOLOGICAL ORDER

<u>University / College / Centre</u>	<u>Year of establish- ment of Lib. & Inf. Department:</u>
University of Madras	1924
Andhra University	1935
<i>Bahadur</i> Banaras Hindu University	1941
<i>Aligarh</i> University of Bombay	1944
<i>Calcutta</i> University of Calcutta	1944
University of Delhi	1946
INSDOC	1952
Baroda University	1956
Nagpur University	1956
Vikram University	1957
Aligarh University	1958
University of Poona	1958
Osmania University	1959
Punjab University	1960
Karnataka University	1961
SNDT Women's University	1961
Training College Pachmari	1961
University of Kerala	1961
Women's Polytechnic Delhi	1962
Gujarat University	1964
Jadavpur University	1964
MLB College	1964
TRS College Rewa	1964
University of Mysore	1964
Shivaji University	1965

University / College / Centre	Year of establish- ment of Lib. & Inf. Science Department
A.P. Library Association Vijaywada	1966
Gauhati University ...	1966
Sampurnanand Sanskrit University	1966
Marathwada University ...	1968
Polytechnic For Women, Ambala	1968
Rani Durgawati University ...	1968
SKDAV Polytechnic ...	1968
Kurukshetra University ...	1969
Punjabi University ...	1969
Guru Nank Dev University ...	1970
Sagar University ...	1970
Ravishankar University ...	1971
University of Kashmir ...	1971
University of Jammu ...	1972
University of Lucknow ...	1972
University of Bangalore ...	1973
S.B. Women's College Cutteck	1973
University of Burdwan ...	1973
Madurai Kamraj University ...	1974
S. Venkateshwara University ...	1974
Lalit Maryan Milkha University	1976
Sambalpur University ...	1976
Saureshra University ...	1976
University of Calicut ...	1978
Gulberga University ...	1979
Annamalai University ...	1979
Sardar Patel University ...	1980
Bhavnagar University ...	1982
Jiwaji University ...	1982
Mangalore University ...	1982

University / College / Centre:	Year of establish- ment of Lib. & Inf. Science Department
SMIT Anjapur ...	1983
Agra University ...	1984
HPT College Nasik ...	1984
Open University Hyderabad ...	1984
P.G. College Morar ...	1984
Tilak Maharashtra Vidyapeeth Coalfield Library Association	1984
Guru Ghasidas University ...	1985
North Eastern Hill University	1985
Vidyasagar University ...	1985
South Gujarat University ...	1986
University of Manupur ...	1986
IGNOU ...	1987
Directorate of Education Andaman & Nicobar	1987
Commerce College Nagpur ...	1988
Kalyani University ...	1992
Nuttan Maratha College ...	1992
University of Journalism Bhopal	1992
Chitrekut Viswavidyalaya ...	1993
RILISAR ...	1993

The following LIS Schools have been established in 1960s, 1970s and 1980s. The exact years were not communicated:

1960's

- | | |
|----------------|-----------------|
| 1. A. P. Singh | 2. I.T. College |
| 3. Jabalpur | 4. Patna |
| 5. Rajasthan | 6. Udaipur. |

1970's

1. Bhagalpur

1980's

- | | |
|---------------------|-----------------------|
| 1. Amravati | 2. AP Open University |
| 3. Berhampur | 4. Bharatidasan |
| 5. Bundelkhand | 6. Jamia Millia |
| 7. Kashi Vidyapeeth | 8. Ravindra Bharti |
| 9. S.K. University | 10. South Gujarat |
| 11. Utkal | 12. Vidya Bharti. |

T A B L E - 4

LIST OF FACULTIES TO WHICH LIBRARY AND INFORMATION
SCIENCE DEPARTMENTS ARE ATTACHED IN THE VARIOUS
INSTITUTIONS

<u>Name of the Institution</u>	<u>Name of the Faculty to which Lib. & Inf. Sc. Deptt. is attached</u>
AEC Training College Pachmari	Arts
Agra University	Arts
Annamalia University <i>Bachchan...</i>	Arts
Banaras Hindu University	Arts
Baroda University	Arts
Bhagalpur University	Arts
Bhavnagar University	Arts
Gauhati University	Arts
Gujarat University	Arts
Guru Ghasidas University	Arts
Jadavpur University	Arts
Jiwaji University	Arts
Lalit Naryan University	Arts
Madurai Kamraj University	Arts
MLB College	Arts
Post Graduate College Mosar	Arts
Punjab University	Arts
Rani Durgawati University	Arts
Ravi Shanker Unicersity	Arts
S.B. Women's College Cuttack	Arts
Sagar University	Arts

Name of the Institution	Name of the Faculty to which Lib. & Inf. Sc. Deptt. is attached:
Sardar Patel University ...	Arts
Saureshra University ...	Arts
University of Bombay ...	Arts
University of Delhi ...	Arts
University of Kashmir ...	Arts
University of Lucknow ...	Arts
Vikram University ...	Arts
Aligarh University ...	Social Science
Gulberga University ...	Social Science
Guru Nanak Dev University ...	Social Science
IGNOU ...	Social Science
Karnataka University ...	Social Science
Marathwada University ...	Social Science
Mohanlal Sukhadia University ...	Social Science
Nagpur University ...	Social Science
Open University Hyderabad ...	Social Science
Osmania University ...	Social Science
Sambalpur University ...	Social Science
Shivja University ...	Social Science
Tilak Maharashtra Vidyapeeth ...	Social Science
University of Jammu ...	Social Science
University of Manipur ...	Social Science
University of Poona ...	Social Science

Name of the Institution	Name of the Faculty to which Lib. & Inf. Sc. Deptt. is attached:
Andhra University ...	Arts & Commerce
University of Burdwan ...	Arts, Commerce & Fine Arts.
Vidyasagar University ...	Arts & Commerce
Bangalore University ...	Science
University of Madras ...	Science
University of Mysore ...	Science
HPT College Nasik ...	Library Science
North Eastern Hill University ...	Library & Inf.Sc.
SNDT Women's University ...	Library Science
University of Calicut ...	Library Science
INSDOC ...	CSIR
Kurukshetra University ...	Arts & Languages
Mangalore University ...	Science & Technology
Punjabi University ...	Arts & Social Science.
S. Venkateshwara University ...	Social & Behaviroual Sc.
University of Calcutta ...	Edu, Lib, Sc & Jour.
University of Kerala ...	Arts & Soc. Sc.
University of Rajasthan ...	Education.

T A B L E - 5NUMBER OF FACULTY MEMBERS

<u>Name of the Institution</u>	<u>Profe- ssor/s</u>	<u>Reader/s</u>	<u>Lec- turer/s</u>	<u>Others</u>
AEC Training College Pachmari	--	--	--	2 designated as Brigador & Major
AP Open University Hyderabad	--	1	3	
Agra University	--	2	1	
Aligarh University	1	4	1	
Andhra University	1	4	4	
Annamalia University	-	3 (PT)	3 (PT)	
Banaras Hindu University	3	1	2	
Bangalore University	--	2	2	4 Guest Lect- urers
Baroda University	--	1	1	3 (PT) Faculty members
Bhavnagar University	--	--	--	No full time Faculty Member 10 visiting Lect.
Gauhati University	--	3	2	1 Lect. PT
Gulberga University	1	1	1	
Gujarat University	--	--	3	
Guru Ghasidas University	--	--	--	No (FT) Faculty member
Guru Nank Dev University	1	3	1	
HPT College Nasik				5

Name of the Institution	Profes- sor/s	Reader/s	lec- turer/s	Others
IGNOU	1	1	4	
Jadavpur University	1	2	4	6 Guest Lect.
Jamia Millian Islamia	--	--	--	Part-time staff
Jiwaji University	--	--	--	No (FT) Faculty member
Karnatak University	--	5	2	1 Visiting Prof.
Kurukshetra University	2	1	4	
Lalit Naryan University	--	--	--	No (T) Faculty member
Madurai University	--	2	1	
Mahant Singh Mahavidyalaya	--	--	--	5 Faculty members
Mangalore University	--	1	3	1 Guest Lect.
Marathwada University	--	--	1	7 Contributory Lecturers
MLB College	1	--	3	4 Visiting Fellows
Mohanlal Sukhadia University	--	--	3	
Nagpur University	--	1	3	1 Visiting Fellow 8 cont. Teachers.
North Eastern Hill University	1	1	2	2-3 Visiting Fellow every session
Nutan Maratha College	--	--	--	1 College Librarian
Osmania University	1	2	2	
PG College Morar	--	--	1	
Punjab University	--	2	3	1 Lect-cum-Asst. Librarian

Punjabi University	1	1	2	
Rani Durgwati University	--	--	1	5(PT) Lect.
Ravi Shanker University	--	1	2	4 (PT) Lect.
Sagar University	1	1	1	
Sambalpur University	1	2	3	1 Gust Lect.
Sampurnanand Sanskrit University	--	--	2	
Sardar Patel University	--	--	--	No(FT) Faculty member
Saurashtra University	--	--	--	6(PT) Faculty members
Shivaji University	1	--	--	6(PT) Lect.
SK Women's College Cuttack	--	1	2	1 Demonstrator
SKDAV Polytechnic	--	--	2	1 Demonstrator 1 (PT) Lect.
SNDT Women's University	--	2	1	
S. Venkateshwara University	1	2	3	
Tilak Maharashtra Vadyapeeth	--	--	--	No(PT) Faculty member
TRS College Rewa	1	3	--	
University of Bombay	1	2	1	
University of Burdwan	1	1	3	2 Workshop Inst. & Research Assoc.
University of Calcutta	--	4	7	3(PT) Lect.
University of Delhi	4	3	3	
University of Jammu	1	2	2	
University of Kashmir	2	2	1	2(PT) Lect.

University of Kerala	--	2	3	
University of Lucknow	--	1	1	
University of Madras	1	2	5	1(PT)Lect.
University of Manipur	--	--	--	No (FT) Faculty member
University of Mysore	1	3	4	
University of Poona	1	2	3	
University of Rajasthan	--	--	7	
Vidyasagar University	--	1	4	
Vikran University	1	1	4	2 Visiting Fellow
Women's Polytechnic Delhi	--	1	3	

T A B L E - 6NUMBER OF SEATS AT DIFFERENT LEVELS IN
VARIOUS INSTITUTIONS

<u>Name of the Institution</u>	<u>Number of seats</u>					
	<u>M.Phil</u>	<u>MLIS</u>	<u>BLIS</u>	<u>DLIS</u>	<u>CLIS</u>	<u>Others</u>
Aligarh University	4	19	50	..	..
Andhra Pradesh Library Association Vijawada	..	..	..	..	40	
Andhra University	10	14	30			
Banaras University		18	40			
Bangalore University		10	23			
Bengal Library Association	..	..	..	..	120	
Bhagalpur University			30			
Baroda University	..	4	22			
Bhavnagar University		14	30			
Central Institute of Lib. Science Hyderabad	..	..	20	..	80	
Directorate of Edu. Andaman & Nicobar	..	..	5			
Gauhati University	..	10	45			
Gujarat University			36			
Gulberga University			25			
Guru Nanak Dev University		10	30			
IGNOU			800			
INSDOC	..	..	..	..	15 A	

<u>Name of the Institution</u>	<u>Number of seats</u>					
	<u>M.Phil</u>	<u>MLIS</u>	<u>BLIS</u>	<u>DLIS</u>	<u>CLIS</u>	<u>Others</u>
Jadavpur University		15	50(day 40(Ev.))			
Jiwaji University		10	25			
Karnataka University		15	25			
Kurukshetra University		14	30			
Lalit Naryan University		..	40			
Madurai Kamraj University	..	5	40			
Mangalore University		12	44			
Marathwada University		22	50			
Mohulal Sukhdia University			30			
MLB Arts College		20	40			
Nagpur University		12	40			
North Eastern Hill University		20	30			
Nutan Maratha College			30			
Osmania University		20	50			
PG College Morar			20			
Polytechnic for women Chandigarh	30	
Polytechnic for Women Jalander	30	
Punjab University		16	33			
Punjabi University		4	20			
Rani Durgawati University			66			

<u>Name of the Institution</u>	<u>Number of seats</u>					<u>Others</u>
	<u>M.Phil</u>	<u>MLIS</u>	<u>BLIS</u>	<u>DILS</u>	<u>CLIS</u>	
Ravi Shanker University	3	10	25	..	..	..
Sagar University	..	10	40	..	..	..
Sambalpur University	..	7	17	..	..	..
Saurashtra University	25	..	..	..
Sardar Patel University	40	..	50	..
SB Women's College Cuttack	..	12	..	..	..	96 (BA/Hon) LIS (BA Pass)
Shivaji University	40	..	..	..
SKDAV Polytechnic Rourkela	30	..	..
SMIT Ankuspur	..	24	30	..	..	..
SNDT Women's University	..	10	40	..	..	..
Sri Venkateshwara University
Tilak Maharashtra Vidyapeeth	35	..	..	..
TRS College Rewa	..	17	23	..	..	..
University of Bombay	..	10	40	..	..	..
University of Burdwan	..	15	60	..	..	..
University of Calcutta	..	30	100	..	..	..
University of Calicut	..	10	15	..	..	..
University of Delhi	5	20	40	..	..	..
University of Jammu	6	10	25	..	..	..
University of Kashmir	3	10	25	..	..	..
University of Kerala	..	6	30	..	..	..
University of Lucknow	..	20	..	..	..	..
University of Madras	..	16+16	..	..	..	MSc 2 yer. Prog.

<u>Name of the Institution</u>	<u>Number of seats</u>					
	<u>M.Phil</u>	<u>MLIS</u>	<u>BLIS</u>	<u>DLS</u>	<u>CLIS</u>	<u>Others</u>
University of Mysore	..	12	30	..	..	..
University of Poona	..	8	25	..	..	..
University of Rajasthan	..	15	80	..	..	..
Uttar Pradesh Library Assoc. Muradabad	40	..
Uttar Pradesh Library Association Roorkee	40	..
Vidyasagar University	30	..	..	..
Vikram University	..	10	30	..	..	..
Women's Polytechnic Delhi	44	..	..

<u>Name of the Institution</u>	<u>Ph.D.</u>	<u>M.Phil</u>	<u>MLIS</u>	<u>BLIS</u>	<u>DLIS</u>	<u>CLIS</u>	<u>Others</u>
Jadavpur University	1986	..	1984	1964	..	..
Jiwaji University	..	..	1984	1982	..	..
Kalayani University	..	..	..	1987	..	..
Kurekshetra University	1987	..	1985	1969	..	..
Karnataka University	1974	..	1972	1962	..	..
Lalit Naryan University	..	..	..	1976	..	..
Madurai Kamraj University	..	..	1982	1974	..	..
Mangalore University	1990	..	1990	1982	..	..
Marathwada University	..	..	1985	1968	..	..
Mohanlal Sukhadia University	..	..	..	1975	..	..
Nagpur University	1986	..	1984	1966	1956- 1966	..	
North Eastern Hill University	1988	..	1986	1985	..	..
Nutan Maratha College	..	..	..	1992	..	1990	
Osmania University	1989	1994	1979	1966	1959- 1966	..	
PG College Morar	..	..	..	1984	..	..
Polytechnic for Women Jalandar	..	..	..	..	1970	..	
Punjab University	1972	..	1970	1960	..	..
Punjabi University	1987	..	1987	1969	..	..
Rani Durgawati University	..	..	..	1968	..	..
Ravishankar University	1991	1993	1988	1971	..	..
RILISAR	..	..	..	..	..	..	PGD Dip. 1993MIS
Sambalpur University	..	1994	1985	1976	..	..

<u>Name of the Institution</u>	<u>Ph.D.</u>	<u>M.Phil</u>	<u>MLIS</u>	<u>BLIS</u>	<u>DLIS</u>	<u>CLIS</u>	<u>other</u>
Sagar University	..	..	1983	1970	..	..
Sampurnanand Sanskrit University	..	..	..	1966	..	..
Sardar Patel University	..	..	..	1980	..	..
Saurashtra University	..	..	..	1976	..	..
SB Women's College Outtack	..	..	..	..	..	..	1973 (BA Pass) 1987(Hons)
SKDAV Polytechnic Rourkela	..	..	..	..	1968	..	
Shivaji University	..	..	..	1968	1965	..	
SMIT Ankuspur	..	..	1993	1983	..	1983	
SNDT Women's College	..	..	1973	1961	..	..
South Gujarat University	..	..	..	1986	..	..
Sri Venkateshwara University	1987	1987	1984	1974	..	..
Tilak Maharashtra Vidyapeeth.	..	..	..	1984	..	..
TBS College Rewa	..	..	1985	1964	..	..
Uttar Pradesh Library Association Roorkee	..	..	..	..	..	1968	
University of Bombay	1971	..	1967	1964	1944-64	..	
University of Burdwen	1980	..	1978	1973	..	..
University Calcutta	1982	..	1974	1944	..	..
University of Calicut	1984	..	..	1978	..	..
University of Delhi	1954	1978	1947	1946	..	..
University of Jammu	1984	..	1987	1984	..	..
University of Journalism Bhopal	..	..	1993	1992	..	..

<u>Name of the Institution</u>	<u>Ph.D.</u>	<u>M.Phil</u>	<u>MLIS</u>	<u>BLIS</u>	<u>DLIS</u>	<u>CLIS</u>	<u>Other</u>
University of Kashmir	1992	1994	1984	1971	..	..
University of Lucknow	..	..	..	1972	..	..
University of Madras	1980	1977	1960	..	..	..	From 1993 two yers.
University of Mysore	1976	..	1970	1964	..	..	intd.M.Sc.
University of Poona	19	..	1979	1965	1958-64	..	
University of Rajasthan	19	..	..	..	..	..
Vikram University	1985	..	1972	1959	..	..
Women's Polytechnic Delhi	..	..	..	..	1962	..	

T A B L E - 8

COURSE CONTENTS OF SELECTIVE
UNIVERSITIES/INSTITUTES

BACHELOR OF LIBRARY AND INFORMATION SCIENCE

University of Delhi: Library classification (Theory & Practical); Library Cataloguing (Theory & Practical); Reference & Information Sources; Reference & Information Services; Library & Society; Library Administration & Management.

University of Calcutta: Library classification (Theory & Practical); Library Cataloguing (Theory & Practical); Library Organisation; Library Administration; Bibliography and Book Selection; Reference Service & Documentation.

University of Bombay: Modern Library Development; Bibliography (Book Production & Mass Communication); Library Management; Library Classification (Theory & Practical); Library Cataloguing (Theory & Practical); Reference Service; Documentation & Information work.

University of Kashmir: Library classification (Theory & Practical); Library Cataloguing (Theory & Practical); Reference & Information sources; Library & Society; Library Management & Operation; Reference & Information Services;

Bangalore University: Introduction to Librarianship;
Library Management; Reference Service & Information Sources;
Information Services; Communication Science & Technology;
Document classification (Theory & Practical); Document
cataloguing (Theory & Practical).

Indira Gandhi National Open University: Library & Society;
Library Management; Library classification (Theory & Practical)
Library Cataloguing (Theory & Practical); Bibliography &
Reference Sources; Information Services; Computer Basics and
Applications.

MASTER OF LIBRARY AND INFORMATION SCIENCE

University of Delhi: Universe of knowledge; Depth classification
(Theory & Practical); Library System Analysis & Elements of
Statistical Methods; Bibliography & Literature in any one of
these (Social Sciences, Humanities, Natural Sciences, Medical
Sciences, Agricultural Sciences, Engineering & Technical);
Advanced Library cataloguing (Practical); Current Problems in
Library & Information Science (Literature Surveys & Field
Surveys); Any one of these (Information Storage & Ret. System,
Reprography, Computer Application in Library); Any one of these
(Pub. Lib. System, Aca. Lib. System, Research & Technical Lib.
System, Med. Lib. System, Agricultural Library System, Engineering
& Technological Library System); Project Report.

University of Calcutta: Classification; Cataloguing; Biblio-
graphy; Reference Service; Documentation & Information Retrieval;

The Book - its History and Development including publishing and Book Trade; Library Planning; Literature of Humanities and Social Science & of Science & Technical; Any one of these (Public Library System, Academic Library System, Research and Special Library; Library Service for children including children's literature, Manuscript and Archival Libs.)

University of Bombay: Comparative studies in Librarianship; Research Methods & Documentation Techniques; Current Developments in Library Science; Dissertation, viva-voce.

University of Kashmir: Universe of knowledge; Depth classification (Theory & Practical); Advanced cataloguing (Theory & Practical); Library system Analysis and Elements of Statistical Methods; Any one of these (Information Storage & Ret. Systems, Reprography, Computer application in Libraries); Any one of these (Pub. Library System, Aca. Lib. System, Research & Technical Lib. System); Bibliography and Literature in any one of these (Humanities, Natural Sciences, Social Sciences); Project Report.

Bangalore University : Education for Librarianship; Research Methods & Statistics; Information Science; Information Systems & Services; Any one of these (Public Library System; Aca. Lib. System, Spl. Lib. System, Industrial Information System, Social Science Information System); Library Automation Advanced Technical Processing (Classification & Cataloguing)

University of Madras: MSc. (2 year integrated Programme) Information, Communication and Society; Information Sources

& Media; Introduction to Information Technology; Information Processing and Organisation; Research Methodology; Information Products and Services; Planning & Management of Information Centres; Library Classification & Indexing (practice); Library Cataloguing (Practice); Information Systems, Design, Development & Evaluation; Informatics; Any of these (information System for Rural Development, Aca. Libs., Public Libs., Health Sciences Information Systems, Social Sciences Information Systems, Information systems for R & D); Research Project.

Indira Gandhi National Open University: Information, Communication & Society; Information Sources, Systems and Programmes; Information Processing & Retrieval; Information Institutions (Services & Products); Management of Library & Information Centre; Application of Information Technology. Any one of these (Preservation & Conservation of Library, Materials, Research Methodology; Aca. Libs., Technical Writing).

CHAPTER SIX

NATIONAL POLICY FOR LIBRARY AND
INFORMATION SCIENCE EDUCATION IN INDIA

NATIONAL POLICY FOR LIBRARY AND
INFORMATION SCIENCE EDUCATION IN INDIA

In the following lines an attempt would be made to provide the trends or changing scene of library and information science education in India, evaluate their impact and suggest certain measures which would be helpful in the formulation of Library and Information Science Education policy for India in the decades to come.

A: THE PRESENT TRENDS

A:1. From Library Science to Library and Information Science:

At the direction of the University Grants Commission a number of departments in various Universities across the country have changed their nomenclature from 'Library Science' to 'Library and Information Science'. However, if one closely examines the course contents either of the BLIS or MLIS course, they do not reflect the required changes in them. For instance, if we will take the course contents for the paper entitled 'Information Science' in one of the University, the contents are as follows:

<u>Paper VI</u>	<u>Information Science</u>	<u>ICQ Marks</u>
	1. Definition of Documentation and Information Science and their mutual relationship.	
	2. Need for documentation and information service.	
	3. Information Source: Primary, Secondary and tertiary; their use as information media.	
	4. Concept of document - Macro and Micro Generalist Vs specialist reader.	
	5. Documentation work and Documentation Action Service.	
	6. Abstracting and Indexing.	
	7. Reprography - Definition, Scope and Methods	
	8. Information and Retrieval Systems, Manual and Mechanised Current Awareness Services (CAS), Selective Dissemination of Information (SDI), MARC, MEDLAR.	
	9. Documentation and Information Centres: INSDOC, NASSDOC, SENDOC, DESIDOC and FID.	
	10. National and International Information Network. NISSAT and UNISIST.	

The five resultant areas in information science are: (1) Library Automation, (2) Information Storage and Retrieval, (3) Systems Analysis, (4) Interactive Computer Systems,

and (5) Programming.¹ None of these areas at any reasonable degree are represented in the course contents of the above University. A number of such instances can be cited. Thus, one is apt to agree with T.S. Rajagopalan:

Only Cosmetic changes like adding 'Information Science' to nomenclature of the courses and including a few areas of modern information science in the syllabus of the course, more for the sake of elegance and respectability, are attempted.²

Unless the contents of the courses are thoroughly revised bringing in the main areas of information science curriculum, which in turn has to consider the rapid growth of information technology, our products of library schools would be outdone by other information specialists.

A:2. From Graduate Education to Pre-University Education:

Since 1937, the universities in India, by and large, have been awarding the first professional degree, i.e. P.G. Diploma in Library Science later on changed to BLib.Sc. in 1958 at AMU, now changed to B.L.I.Sc. degree, after successful completion of one year course in Library Science after obtaining graduation in Arts, Science or any other faculty. In other words, S.R. Ranganathan like Melvil Dewey was of the view that a student entering the field of librarianship

must exhibit a certain degree of maturity and acquaintance in any one area of human knowledge. Even this expectation questions if one correlates the downward trend in the quality of present day collegiate education. Yet there are attempts to impart instruction of Library Science at the intermediate level leading to award of certificate in Library Science or under graduate diploma in Library Science in various polytechnics, professional associations etc. Large number of certificate holders per year in LIS are churned out. They are adding to the already acute employment problem among semi-professionals. Such a downward trend in LIS needs to be arrested by the State Governments and the Library Associations at the State and National levels.

It would be worthwhile to record here the words of the veteran library science educationist regarding graduate education programme for librarians.

There is no question that the professional school belongs to the University, if it is a true professional school it does not belong anywhere else. The requirement is to make certain that the educational programme is professional, not the apprentice training of a trial-and-error craft.³

The truth of his statement has been testified many a time the world over during the last more than a hundred year.

A:3. From Full Time Regular Education Programmes
to Correspondence/Open University Programme

The feasibility of having a graduate full-time education programme in the training and education of library professionals has been proved beyond doubt for the last 58 years. We are also aware that the proliferation of library schools on regional basis has added to the unemployment and underemployment of half baked trained products of open Universities. Yet, lately one observes that Universities have begun a process to impart instructions to the prospective library/information specialists through the institutes of correspondence studies. The need for such correspondence courses, their methodology of instruction and evaluation, the quality of the products and their impact on the deteriorating employment situation are some of the issues which need more systematic study.

Presently there are 10 Universities imparting library science education through distance education at various levels. Without any accreditation system in India, it is possible that in the near future many other Universities may join such a rat race. Apart from the issues raised above, one needs to answer the question: are these developments in furtherance to the cause of enhancing the quality of education in LIS ?

A:4. The Intake

The nature of entrants in any profession speaks for the future of that profession. It is equally true to the LIS profession. No worthwhile study has been made either at the regional level or the national level so as to assess the nature of entrants to LIS schools in India in the recent past. Such a study needs to encompass aspects such as: the educational background of the entrant; rural or urban; home environment; his orientation towards books and other sources of information; his attitude towards information and information services including his evaluation capacities; his attitude towards society in general and the prospective users in particular, his expectations of the LIS profession etc. These factors throw a flood of light on what one could expect from the trainees when they emerge as qualified professionals. Considering these aspects in the light of our experience, we are apt to confirm that there is gradual decrease in the strength of the motivational factors of the entrants to the profession. As a result, one observes even some highly qualified LIS professionals who are devoid of a sense of service to readers, lack of initiative and dedication and, therefore, do not have the capability of infusing confidence and hope among the seeker of knowledge.

It is pertinent to note that some state governments have enhanced the quota for certain castes and economically and social weaker sections of the society. The percentage of merit group candidates is being squeezed as a vote-catching devices. Such policies of the governments have an adverse influence on the intake of students for LIS.

Again, the admission requirements are the minimum most for LIS courses. It is just a mere pass (generally 40 % for reserved category) from any recognised university. In contrast to this in other professions like Medicine and Engineering the minimum educational requirement is 50 percent and above. In view of this it is observed that LIS profession is to be put on equal footing like other professional courses. The nature of intake of students for LIS courses is a matter of serious thought and consideration by all concerned. The growth of the profession is directly dependent on the quality of the intake. As Shera puts it:

A third generalisation that might be made is that the ways in which professional schools shift and screen potential applicants may be more important to the shaping of the profession than the substance the schools actually try to teach.⁴

A:5. Course Contents

The course contents of any course or subject when planned thoughtfully indicate the level, depth and the updateness of

the topics taught in the course. They serve as guidelines or parameters within which the teaching-learning process can move about. From the point of evaluation of a student, the element of ambiguity is lessened. Although issues relating to the course contents have been much debated in and outside LIS schools, no positive steps have been taken either at the regional level or at the national level.

A:6. Uniformity VS. Diversity

Way back in 1960 B.S. Kesavan bemoaned the "Carbon Copy" approach of Indian Library Schools in framing their syllabi. Even today this view holds a lot of truth. But why? It is not a feasible proposition to provide courses of study which are in a real-life situation helpful to the trained products in rendering library services? For instance, a course in Children's Librarianship or Rural Library Service or Agriculture Information System and Services is a necessity in typical Indian library situation of today. But one finds that only a handful of schools provide such courses. Some schools made a bold attempt towards this end. But what is needed is that such diversification of specialised courses as optional ones need to be done on national or regional level based on the potential needs of the area and the availability of competent staff and the requisite facilities.

In certain places where the latter are not available but if the need is a genuine and urgent one, the governments must come forward to assist financially and otherwise in getting interested staff trained. This demands to make a surveys of this nature at regional and national levels and accordingly design courses of study which will ensure closer relationship between the trained human resources and the user needs of the different segments of the society.

A:6.1 Outlined Vs. Spelled out Syllabus

Another area which needs our urgent attention is the clarity in the course contents (like cover paper) in particular, the controversy revolves round whether the syllabus should be provided in the form of an outline or each topic of the course be spelled out in reasonable degree (like cover paper) so as to avoid ambiguity. It is generally observed that the syllabi of undergraduate courses like certificate and Diploma and a graduate course like the BLIS are provided in bare outlines, using identical terminology although the level of education markedly differs. Further, ambiguity is not healthy for the teacher, learner as well as the evaluator especially when the latter is not the teacher. To bring clarity as well as distinction in the different levels of education provided at different institutions it is necessary to spell

out the details of the topics sufficient enough to enable one to make such a distinction. On the other hand, in the master's degree courses where the student is more mature and has the acquired reasonable proficiency in LIS and where he is expected to do more wider and independent study, the syllabi be provided in more details for in depth study.

Again, whether the syllabus is outlined or spelled out, it must reflect the objectives of the course.

A:7. Courses of Study VS Theory and Practice

It is well acknowledged that library and information science is a service-oriented profession like medicine or law. As such, the educational programme should reflect, depending on the level of education, a sufficient degree of emphasis on its practical aspects. However, our library education schools are, exceptions apart, heavily loaded either in favour of theory or practice of LIS. In an ideal situation these should be balanced equally.

The practical aspects of LIS education should not confine only to classification and cataloging as is found at present but spread over to other areas like: bibliography, abstracting, indexing, planning, organisation, library design and architecture, furniture and equipment, finance, reference

service, information storage, library operations and routines and retrieval systems like SDI, CAS etc. Such intensive training in the practice of the profession requires the involvement of the teacher and the taught in the courses of study which is likely to assist in enhancing the quality of education.

Another aspect of the practical training is to allow a student to do independent study of the work assigned to him. For instance, the practical aspect of 'bibliography' course would be to make the student compile a bibliography on a selected topic. Further, he may be made to compile an annotated bibliography to increase his involvement in the bibliography work and thus gain for him/herself a certain degree of competence. This is followed in most of the Universities at MLIS level.

A:8. Duration of The Course

It is generally accepted that in order to have competent library and information scientists at senior levels, the training programme in library and information science should continue to be conducted at the postgraduate level. In this respect the Indian practice is similar to that followed in certain English-speaking countries like USA, Canada and now even the U.K.⁵

One question often discussed at professional seminars, conferences, etc. in the country is: should the training programme in library and information science continue to follow the present pattern or should the pattern be changed to a two-year Master's degree by discontinuing the intervening BLIS degree? In this context no clear picture has however, emerged as yet. In an effort to study the pros and cons of the question some of the points as given by Prof. P.B. Mangla⁶ are given as under:

In favour of two-year Master's degree in LIS

- i) In libraries of different types, documentation centres, etc. excepting for the junior positions a master's degree in LIS with preferably even a Master's degree in a subject is much desired;
- ii) Since after joining a position, it is not often easy to obtain study leave, deputation, etc. for further studies, one with a BLIS degree may find it quite difficult to improve one's qualification by joining the Master's degree course, at a later stage;
- iii) It would bring enhanced status to the department and its teachers in the university set-up;
- iv) The duration of two academic years would provide teachers and students sufficient time to have a reasonably comprehensive coverage of the theory as well as the practice of the subject and would thus improve the quality of the end products.

In favour of retention of BLIS programme

- i) Generally it is found that although the minimum qualification for admission to BLIS course is a Bachelor's degree, yet, because of tough competition for admission, most of the departments admit only those candidates who possess at least a good second class Master's degree in a subject. Since to obtain a Master's degree one requires sixteen to seventeen years of education and an additional one year for the BLIS degree, it would mean that one has to spend seventeen to eighteen years on education before one is eligible for a professional position in a library or documentation center. In every batch of BLIS students, there are always quite a few who, because of various economic and domestic reasons, lack of interest etc. are not quite willing to spend one more year for joining the Master's degree programme in LIS.
- ii) Quite a few students, and generally those of the mediocre type, are not that ambitious to make a quick rise in their professional careers. They are quite satisfied to join junior positions and avoid of the chances for promotion either on the basis of seniority in service or by improving their qualifications at a later stage.
- iii) Several existing departments of LIS in the country are not adequately equipped with teaching and other facilities, to run the two-year Master's degree programme.

A time has come to introduce LIS courses at the graduate level as major/minor optional courses. Professor Venkata Ramaiah

Committee⁷ on combination courses and review of examination system in the universities in Andhra Pradesh has strongly recommended the introduction of LIS as one of the optional subjects at the graduate level. The Regional Seminar⁸ on Restructuring the courses and introduction of two year Integrated programme of MLIS course held at Hyderabad in September, 1986 has also strongly recommended the introduction of LIS course at the graduate level.

Prof. P.B. Mangla⁹ has also suggested the introduction of LIS as an optional subject at the Bachelor's degree level in universities and colleges. Those who opt for LIS may be given preference for admission to the two-year Master's degree in LIS otherwise they should be eligible to work in junior professional positions.

The introduction of LIS at the graduate level does not find support by many professionals in the profession. The arguments given by them against this pattern are: Since a library and information scientist deals with knowledge contained in documents as such, it would be more appropriate if the entrants to the profession have a sound background and understanding of a subject. In support of this argument, it is often advocated that a good Bachelor's degree with Honours, and even preferably a good Master's degree should be considered

essential qualification for admission to the LIS training programme. Prof. P.B.Mangla has stated that there seems to be sufficient validity in this argument.

A:9. The Teaching Methods

There has been considerable discussion in and outside India on the variety and effectiveness of various teaching methods/techniques that could be used in imparting instructions and building competence among the students. But, unfortunately this has remained on paper. In a vast majority of the library schools, the lecture method is the method in the teaching of the different subjects. It only indicates lack of initiative, drive, enthusiasm on the part of the faculty and lack of suitable support by way of finance and equipment on the part of authorities. The earlier this trend is arrested and is replaced by a suitable combination of methods/ and techniques, the better will it be for the profession. Thus library schools be provided with modern equipments like overhead projectors, coloured TV's and audio-visual aids.

A: 10. Evaluation

A candidate undergoing any educational and training programme and more particularly in professional courses, has to be certified by the recognised institution about his/her

competency. In the university library schools in India one finds three modes of evaluation, viz (i) the one time evaluation (i.e. annual system of examination), (ii) the regular or continuous evaluation (i.e. semester scheme of examination), and (iii) a combination of the two.

A:10.1 Standards of Evaluation:

Irrespective of the fact as to which scheme of examination is adopted by a particular school or institution, it is the standard of evaluation and significance attached to them and the way they are understood by the evaluators which bear the mark of quality. Broadly, in India, there are three grades of successful candidates, (i) pass candidates are those who score a minimum of 33 or 36 or 40 out of 100 marks. The minimum varies with different universities, (ii) second class candidates are those who score between 50 and 59, (iii) First class candidates are those who score 60 and above. To declare a candidate as 'pass' or successful on scoring less than 50 in a professional course is itself incorrect. As in other professional courses like medicine and Engineering, the minimum for a pass in LIS need to be 50. This practice is followed in some central universities.

An effort has been made in the above paras with regard to some of the key issues involved in evolving a national policy on library and information science education. One major

inference that emerges from the above discussion is that time is fleeing at a rapid pace and unless the library and information science educators rise up and accept the challenges thrown at us by the Indian Society and its segments, the future of our trained products is in doldrums. A fruitful dialogue among the professionals of LIS, including the practitioners and the educators, national/state library associations, the central and state governments and the leaders of the society, is the need of the hour. Let us hope all these parties contribute to the/standard uniform policy as envisaged below:

B: LIBRARY AND INFORMATION SCIENCE EDUCATION

POLICY IN INDIA:

Policy is a set of guidelines or directions which provide major lines of action to be taken up and followed. Programmes or activities need proper direction. Lack of direction may lead to less achievement of stated purpose and objectives of the programmes. If the programmes are many, organised by several institutions and concerned with groups of persons or institutions or region/s or country, lack of direction/guidance creates an impact on their output. Hence, there is a need for proper direction to enable the programmes

to be successful. To identify right direction, several organisations and people (individually and in groups) have to be involved. This direction or otherwise called policy, guides the organizations or institutions in planning the programmes both for the present and future.

Education and training programmes are planned for the Human Resource Development, the changing needs of the region/country are to be considered while planning and organising such programmes. Preparation of policy, taking the present and future needs into consideration will guide the planners. The same is true even for library and information science education and training.

During the process of development in third world countries such as India, the demand is created for skilled/trained professionals. Socio, economic and political conditions as well as the demand, influence the organisation of educational and training programmes, resulting in mushroom growth of institutions. These institutions turn out a low quality products due to lack of facilities and infrastructure. In addition to this, the products should satisfy the manpower needs of the region/country. If there is a policy frame, it would provide the required guidance to the planners and managers of the educational programmes to turn out better and quality products.

B.1. Historical Background:

Science policy was formulated in India in early 1950s and this resulted in the establishment of several scientific institutions and laboratories in the country. The National Policy on Education was formulated in 1968 and updated in 1986.

The National policy of Education - 1986 is the result of collective thinking. It was formulated after a great deal of preparation, involving in-depth studies, expert consultation, public opinions etc. We have the following three documents connected with the new educational policy:

- i) Challenge of Education (COE) - A policy perspective (August, 1985);
- ii) National Policy on Education (NPE) (May, 1986);
- iii) Programme of Action (POA): National Policy on education (August, 1986)

The COE is an approach document for the new policy to be formulated. It was thrown open for national discussion and debate and for eliciting public opinion. The NPE is a policy statement, drafted by the Ministry of Human Resource Development. It was discussed and adopted by the Parliament during the budget session 1986. A follow up document on programme of Action for the implementation of the Policy was brought out soon after the announcement of NPE.

The basic tenets on which the new education policy has been based can be summed up as "education for all, education for material and spiritual development, education for development of manpower for different sectors of economy, education for national cohesion and scientific temper and education that would further the goals of socialism, secularism and democracy adopted in Indian constitution. In short, the policy seeks to achieve the objective of attaining equity with excellence in education. The NPE is viewed as the vision of the 21st century for human resource development. The national system of education will be based on a national curricular frame work which contains a common core along with other components that are flexible. The system is expected to promote values such as India's common cultural heritage, democracy and secularism, equality of sexes, protection of the environment, removal of social barriers, observance of small family norm and inculcation of scientific temper.

It has been a matter of disappointment to the library profession in the country that adequate attention is not given to libraries in the new educational policy. While COE made no mention at all, the NPE made a reference to libraries in one para. Surely, the library profession has every reason to be dissatisfied with the treatment given to libraries in COE,

NPE and POA, even though the earlier commissions had done adequate justice. Looking at the issue in an optimistic manner, let it be assumed that the framers of the policy documents had taken it for granted the obvious role of libraries in various sectors of education and that they didn't find it, as a necessary, to mention about libraries at every place.

Libraries around the country are making an effort to formulate a National Policy on Library and Information System. Due to the pressure and demand, the library associations took initiative in preparation of such policy. As a result IASLIC (Indian Association of Special Libraries and Information Centres) discussed this topic at its 12th conference in 1979 and ILA (Indian Library Association) at its 30th conference in 1984. On behalf of ILA a draft policy was submitted to Government of India in 1985. The Planning Commission Working Group (1984) in its report "Modernisation of Library Services and Informatics for VII Five Year Plan" recommended adoption of a "National Policy for Library and Information Service". The pressure for National Policy was built up, due to which the Raja Rammohun Roy Library Foundation (Calcutta), prepared a draft policy entitled "National Policy on Library and Information System". All these activities prompted the Government to constitute a committee for formulating a "National Policy on Library and Information System". This committee submitted

its report in 1986. Another national level organisation, Association of Indian Universities (AIU) has formulated its "National Policy of University Libraries in India" (1986). All these policy documents were produced with a lot of effort but the Government has not so far initiated action on any of these policies.

Library and Information Science Education (LISE) has been an important facet in all these documents. One of the earliest committees appointed by the Government of India namely, "Advisory Committee for Libraries" under the Chairmanship of Dr. K.P.Sinha (1958) has examined various aspects of libraries including library science training and offered its recommendations. All India seminar on LISE in India (Delhi) (1977) discussed several aspects of LISE and gave its recommendations. Exclusively a National Seminar on LISE policy was organised by IATLIS (Indian Association of Teachers in Library and Information Science) in 1983. The seminar spelt out several recommendations. No further development took place in this regard. On the basis of this background it can be concluded that as such there is no approved policy for LISE.

It is a fact that the term policy has not been used but almost all the universities based their educational programmes on the report of University Grants Commission (UGC) Review

Committee (1965), viz 'Library Science in Indian Universities' In subsequent years the UGC Panel on Library and Information Science (PLIS) gave its recommendations to make LISE more relevant. But these recommendations have appeared sporadically and it is difficult to find in the form of considered list.

In 1988, Inter Agency Working Group of UGC has submitted its report entitled "Development of Information and Library Network (INFLIBNET)". This report has studied manpower needs in the context of automation and networking. These recommendations also provide guidance for planning LISE programmes. INFLIBNET report states that manpower constitutes an important factor in the efficient functioning of any library and information network. The library automation functions, on-line services, conversion of bibliographic records, use of telecommunication and satellite communication facilities, etc. in the INFLIBNET would need personnel in appropriate quality and quantity. The performance of the staff deployed for various tasks in the network would determine the efficiency level of the network and in the provision of information services to the users. The INFLIBNET is planned as a major mission in the country in library networking, involving application of new technologies and implementing a time bound action programme. The personnel have to be provided at various levels and for

library computer, communication and management related activities. In other words, personnel drawn from different specialisations have to be deployed in the INFLIBNET.

B:2. Dr. S. R. Rangnathan's Contribution:

Rangnathan made multi-dimensional contribution in the field of LISE both within and outside India. Probably it may be difficult to find a person other than Rangnathan who dominated the scene with tremendous impact due to his multifarious contributions. He was instrumental in planning, initiating and establishment of LISE programmes in several universities. He was responsible in making both the Government and the UGC to examine several aspects of LISE and accept the recommendations. He convinced the Government, and the UGC to implement the recommendations. His contribution towards the growth and development of professional education is phenomenal. He was responsible for the appointment of Review Committee (1965) and the submission of its report. Even after lapse of so much time, this report stands as a basic and comprehensive document for LISE. Traditionally, planners are using this basic document as some sort of policy document. This report needs complete revision due to changed environment and impact of information technology (IT). The review Committee

report therefore shall form the basis for any policy document. Ranganathan's contributions were considered as policy statements for the present and future. LISE programmes were revised based on them.

B:3. Present Scene:

Some programmes are still based on Review Committee Report (1965) and few programmes have been revised to cater to the present needs. In this context, it may be relevant to quote the comment by Raju and Biswas:

"For the last few years we have been tempted to convene the same pattern of curricula which suffers basically from the gap between the content and the actual professional challenges one has to meet, between the techniques taught and the changing patterns of library and information services at new socio-economic and technological levels".

The above comment reflects on the present problems and there is an urgent need for revision of the curricula to meet the demands. A National Policy will contribute in updating the programmes. Presently we have UGC Report on curriculum development in LIS, 1992. The latest report of the curriculum development Committee (CDC) on LIS of UGC under the chairmanship of Prof. P.N.Kaula has outlined the detail

syllabi for the Bachelor and Master's levels. It has also suggested modalities for research degrees and recommended specialised short-term training programmes, to re-train the existing faculty and professionals, due to the proposed change in curricula. It has emphasised the "link between education and employment opportunities, and more particularly what the employer expects from LIS education". A two year integrated Master Degree in LIS has also been suggested in the report.

B:4. Policy Preparation and Implementation:

There is a need for an indepth study of the Review Committee Report (1965), recommendations made by FLIS and the policy documents prepared by professional associations for the preparation of LISE policy. The UGC should take the initiative and constitute a committee and accord powers to it to prepare and monitor the programme implementation. The committee should consist of persons from LISE as well as related fields and representatives of professional associations. This committee should prepare the document and submit it to the UGC for approval and implementation.

B:5. Relevance of Policy Documents:

Prior to preparation of policy document, it may be essential and relevant to analyse the existing policy documents

and examine what has been stated about LISE. The contents of these documents are as follows:

- India, Planning Commission Working Group (1984).
Modernization of Library Science and Information
for the Seventh Five Year Plan.

Two aspects relating to library science education have been recommended in this document:

- (a) Inclusion of the following courses as compulsory/optional:

- Computers and their application in libraries;
- Information centres and systems;
- Information storage and retrieval;
- Date base: their management.

- (b) Urgent need for continuing education programmes for teachers:

- ILA (1985). National Library and Information Policy Section 7.1 of the policy document deals with LISE and states:

"There is a need for adopting the latest technology, the manpower requirements in terms of training, research and development need to be matched and accordingly, present programmes of education in library and information sciences calls for a periodic review"

- India, Ministry of Human Resource Development, Committee on National Policy on Library and Information System (1986). National Policy on Library and Information System.

This report (1986) made several recommendations concerning to LISE. They are:

- i) In view of the rapidly expanding library and information services and the fast changing character of library and information science, the development of manpower in a planned manner becomes essential. The Indian librarian and information scientist in particular will face the difficult task of carrying the literacy drive on the one hand and dealing with the technological revolution on the other.
- ii) The library and information science courses run by the universities and comparable institutions at the post-graduate level should continue to maintain the high standards that have been reached and improve their quality, in particular by the incorporation of advancing information technology.
- iii) Para-professional training courses may be undertaken by other appropriate agencies, but care must be taken to ensure uniformity and quality of such training all over the country.
- iv) In view of the challenging and dynamic situation in the profession, the Indian library and information professional must be given every facility to refresh his/her expertise, so as to keep abreast of advancing knowledge by a planned development of continuing education programmes in the field.
- v) Considering the fact that library and information science courses tend to proliferate, introducing on occasions a dilution of standards, there should be an accreditation agency to ensure the standard and the quality of the training imparted.

- vi) The national need of furthering higher education and research in library and information science may be undertaken by a National Centre to be established for the purpose.
- vii) Library and Information Science professionals should be given the status and pay scales as well as academic facilities commensurate with their responsibilities with due regard to the fact that every library is an academic/research centre and has to function as such.
- viii) The government of India should recognise the need for the creation of an All India Library Service and implement the plan when feasible. The creation of such a service will strengthen the national network of library and information systems.
- ix) Modernisation of library operations and services, in the context of advances in information technology, will be the country's primary concern in increasing productivity and efficiency, improving speed of delivery of service, optimum utilisation of available resources and facilities and overall cost effectiveness.
- x) To keep pace with advancing electronics, computer technology, tele-communication and reprography and micrography technology, all of which is needed for future library work, new systems compatible with Indian conditions must be developed.
- xi) Use of main-frame, mini and micro computers with large memory capabilities, in major libraries in the country, should be encouraged and supported to

to improve access and availability of information. Care is to be taken to ensure compatibility in hardware specifications, so as to facilitate linkages among themselves and to national computer networks.

- xii) Priority should be given to development of application software packages for library and information activities for use in indigenously manufactured computer systems.
- xiii) Use of communication facilities for developing inexpensive local library and information networks has to be supported for practising resource-sharing. These local library and information networks can be utilised for evolving national library and information network. Such developments will enable library and information centres to have local, regional and national inter-library co-operation, optimum utilisation of present resources and facilities and resource-sharing. Any user should have ready access to documents/information wherever he/she is located. This will also contribute to overall cost effectiveness, as development of resources and facilities in individual libraries and information centres beyond a threshold limit will be attempted rationally.
- xiv) Low-cost copying services through provision of reprography and micrography facilities, should be available in major libraries so that document back-up could be provided.
- xv) Compaction of library and information materials, by increasingly resorting to acquisition of microform media, magnetic tapes, video discs, etc. wherever possible, should be encouraged, in the context of saving storage space.

- xvi) Development of application software packages for provision of information services in Indian languages should be taken up. Computer translation services in Indian languages should be attempted.
- xvii) Provision at district level should be made for mobile audio-visual information services in Indian languages for rural areas to serve neo-literates, students of open universities etc. as a supplement to national TV network.
- xviii) On-line facilities, through national data communication networks, should be evolved in order to provide for interactive use of locally generated data bases as well as to have access to international information network.
- xix) New technologies like video-text and tele-text provide ample opportunities for disseminating information quickly and effectively. Such systems should be experimented, with a view to study their impact on the society and on the mechanism of their introduction.

The above documents emphasized the revision of the existing programmes to include new technology in the LIS curriculum.

They also emphasised on organising continuing education programmes for the teachers and for the accreditation of the courses.

- All India Seminar on National Policy for Library and Information Science Education (Nagpur) (1983).

This seminar has given its views regarding various aspects of policy. They are concerned with:

- Accreditation of courses;
- Avoidance of correspondence courses;
- Introduction of internship;
- Establishment of Indian Council of Library and Information Science (ICLIS);
- Establishment of National Institute for Library and Information Science (NILIS);
- Establishment of clearing house;
- Consolidation of Existing departments; and
- Not to establish new departments of Library and Information Science.

The views cover overall aspects, except revision of courses which is vital. It has emphasised need for infra-structure and faculty requirements recommended by UGC Committee (1965) and the PLIS (1979).

- UGC Panel on Library and Information Science (1979).

The PLIS at its meeting has dealt with several aspects of LISE and made the following recommendations:

- Only degree and post-graduate courses should be conducted by universities;
- Change of the nomenclature of the department (inclusion of term Information) (Library Science to Library and Information Science);
- No new course should be started without adequate facilities;

- Need for reviewing and redesigning of the courses;
- Faculty strength and their qualifications;
- Space requirement.
- ~~MANPOWER NEEDS~~ (MEMBER)

- *INFLIBNET*

This report (1989) has stated the manpower needs for this mega project. This provides guidance to library schools for modification of their programmes.

Unfortunately most of the norms/recommendations have not been fulfilled by majority of the institutions due to lack of sufficient resources.

B:6. Suggested New Policy Document:

Even though the impact of LISE on the manpower development is substantial, no policy has been prepared to suit the changing environment. The policy has to be prepared taking into consideration several other related documents. It is also necessary to involve various groups of professionals and professional associations in the task. It is essential to prepare this policy in two parts as follows:

B:6.1. Broad Guidelines:

This section should give a brief introduction on the present status of LISE in India. It should also state the

need for revision and updating of the present programmes so as to make them relevant to changing needs. This section should give the assessment of present and future needs. It should state how to involve professional groups in identifying changing requirements of the libraries from time to time which will in turn help in updating and revising the programmes.

B:6.2. Requirements and Standards:

The second section should give the basic structure and requirements for the present programmes. This is in terms of the number of courses, course contents, infrastructure, faculty, finance. etc. The specified requirements should be used as guidelines for the present programmes. This part serves as if it is a standard for the programmes.

These two sections have been already spelt out by UGC (Committee and Panel) in different documents. The UGC Review Committee Report (1965) provides almost every information in terms of staff, courses, course contents etc. As already stated the UGC Panel (1979) had provided far reaching recommendations in a single meeting.

The Panel in its meeting held in May, 1992 has made the following recommendations:

- Need for introduction of apprenticeship; and
- Scrutiny of curriculum developed by UGC sub-Committee (CDC) for library and Information Courses.

Being a recommending body, the UGC is not monitoring the implementation of its own recommendations. Now there is a need for development of a mechanism to make the institutions implement UGC recommendations from time to time.

The policy document should be revised regularly to provide required changes. It should be given wide publicity to enable the institutions to know what is expected of them.

It may be worth quoting in this context the statement made by Library and Information Science Council (UK). It says that:

"For this profession as a whole, basic education is intended to develop the perception, the understanding and the ability to think and act which are essential to the launching of a professional career. It cannot provide all the knowledge and skills essential to the fulfillment of that career. These must come to a large extent from continuing education and training and self development".

If the profession expects that ~~what~~ the school should impart every thing to the trainee, it may not be possible.

In the last we should take the following measures :

- i) The UGC should take initiative in preparing the LISE policy. It should involve various groups of professionals and professional organisations in this vital task;
- ii) The existing policies recommendations, suggestions, deliberations, etc. should be thoroughly examined to incorporate the relevant and useful items.
- iii) It is essential to establish an accrediting agency to monitor the standards. This agency should be either accreditation and assessment Council or an independent agency like ICALISE. It should also check from time to time whether the institutions are implementing the policy or not.
- iv) The UGC should either draw up recommendations of the accrediting agency or develop its own mechanism to examine and evaluate programmes with reference to standards and policy. On the basis of such an evaluation, funds should be allocated.
- v) Cumulation of recommendations of various committees and results of several research studies should be made. These recommendations should be given wide publicity among the LIS schools in the country.

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CHAPTER SEVEN

CRITERIA FOR ASSESSMENT AND

MEASUREMENT OF THE QUALITY OF

LIBRARY AND INFORMATION SCIENCE SCHOOLS

CRITERIA FOR ASSESSMENT AND MEASUREMENT
OF THE QUALITY OF LIS SCHOOLS

A: ASSESSMENT

Revised

With a view to assess the quality of the LIS schools a self-study guide be prepared on the basis of which the LIS schools be asked to submit the annual report to the Accrediting Agency (AA). Some of the main points which should be included in the format of this ^{Assessment (AR)} report should be as follows:

I. INTRODUCTION OF AR:

1. Official name and mailing address of LIS schools
2. Name and designation of the administrative chief/
Head of the Deptt.
3. Official name of the professional unit(schools,
Department, etc.)
4. Is it independent school or combined with library.
5. Courses offered.
6. Year of establishment
7. Nomenclature of the degrees awarded
8. Assessment period of the report
9. Brief history and development of the LIS school
10. Statement about the adoption of policies and
programmes of the AA.*
11. Date of despatch of AR.

* N.B: The statement should mention in detail the programmes and policies covered or not covered.

II. PROGRAMMES, GOALS AND OBJECTIVES:

1. Objectives of the library school
2. Objectives of the various ~~scoursas~~ courses offered
3. Means adopted to highlight these objectives for ~~purpose~~ ^{proper} publicity and popularization.

III. CURRICULUM:

1. Requirements a student has to fulfil in order to receive the degree:
 - i) List of compulsory and optional papers
 - ii) Projects mandated
 - iii) Observation and work experience requirements (education tour, internship, etc.)
 - iv) Minimum number of hours of teaching, duration of the course and minimum attendance
 - v) Interdisciplinary components of the programme.
2. Self informative questions of LIS schools:
 - i) How the curriculum furthers the attainment of the specific objectives?
 - ii) What agencies or committees are responsible for ~~revising~~ and updating the courses of studies
 - iii) Is the revision of courses takes into consideration the changes in library services and its techniques
 - iv) Time span followed for introducing changes
 - v) What extra curricular activities are being undertaken?

IV. FACULTY:

1. Provide (Biodata) in alphabetical order for all faculty members teaching during the past two years.

For each faculty members, specify the following:

- i) Full name
- ii) Date of appointment and designation
- iii) Salary (present basic pay and total emoluments)
- iv) Educational qualifications
- v) Area of specialization
- vi) Teaching work and other professional experience
- vii) Publication:
 - a) Books
 - b) Journal articles
 - c) Seminar and other research publications
 - d) Book reviews
 - e) Other publications
- viii) Research activities:
 - a) Details of research in progress
 - b) Receipt of research grants
 - c) Research reports released
 - d) Lectures delivered outside the school
 - e) Seminars, workshops, conferences attended
 - f) Fellowships
 - g) Consultancy
 - h) Other creative activities, including teaching aids etc developed.
- ix) Awards, honorary memberships etc
- x) Activities in professional organisations and associations
- xi) Local institutional activities

2. Self Informative questions of faculty members:

- i) Is there any faculty improvement programme?
- ii) Is there provision for attending refresher course for training teachers?

- iii) Are there incentives for furtherance of research degrees?
- iv) Any other information vital for teaching staff.
- v) To what extent the library school faculty participates in the activities of other departments of the university; and by way of joining as visiting faculty members.

V. STUDENTS:

1. Enrolment Report: Provide enrolment statistics of various courses during the last academic year:

Academic Year:

Programme	Men	Women	Grand Total							
	SC	ST	Freshers	Other	total	SC	ST	Fresher	Other	Total
				working					working	
BLIS										
MLIS										
M.Phil										
Ph.D.										

Academic Background	Division	Grade
BA		
BSc		
B.Com		
MA		
MSc		
MCom		
Medicine		
Agriculture		
Engineering & Technology		
Other		

Geographical
origin of residence Catchment areas

Village

Town

City

Institution from where he/^{she} was studying earlier

Some University

Other University in the same state

Out side the state

Foreign

Scholarship/fellowship if received

Source of aid	Amount	Number of students	%age of students
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2. Self informative questions about students by LIS school:

- i) What are the admission procedures?
- ii) How many applications were received? (Give details of the last three years)
- iii) Give details of the admission criteria
- iv) What is the ratio of admission with respect to number of applications received?
- v) Do you have any provision of internship in different types of libraries and information centres
- vi) What is the absorption percentage of your product during the last five years in different institutions.

VI. GOVERNANCE, ADMINISTRATION AND FINANCIAL SUPPORT:

GOVERNANCE AND ADMINISTRATION:

- i) Is there departmental committee to advise, guide and harmonize the activities of the department and its research work?
- ii) Is there any students association? What is its constitution? What are its functions? Give a brief account of the activities during the last year.
- iii) What type of research, student, or secretarial assistance is provided for the faculty of the library school, and how much is the assistance actually used?
- iv) Is the supporting staff adequate? If not, what additional staff you require?
- v) What changes in the administrative system of the library school are desirable? What steps are being taken in this direction?

FINANCIAL SUPPORT:

Finance:

- ← Income
 - Parent body
 - State Government
 - UGC
 - Own resources including fees
 - others (Endowments etc)

Expenditure:

Salaries

Academic Staff

Clerical and other supporting staff

Books and periodicals give separately for
books and periodicals

Furniture and Equipment

Stationary

Printing

Postage

Binding

Repairs

Contingencies

Scholarships

Research/Travel

Institutes/workshops/seminar/conferences

Others

SELF INFORMATIVE QUESTIONS FOR ADMINISTRATION:

- i) What is the status of library school vis-a-viz other departments or schools within the parent institution?
- ii) How is the financial situation of the library school improved or worsened during the past five years?
- iii) How adequate or inadequate is the financial support?
- iv) How changes are envisaged in budgetary provision for succeeding years.
- v) Do you feel that your parent body will come to your help to meet the budgetary needs?

VII. PHYSICAL RESOURCES AND FACILITIES:

1. Describe the facilities available to the library school using the chart below:

<u>Facilities:</u>	Sq. ft. space available
Administrative office	
Faculty rooms	
Classrooms	
Seminar rooms	
Library	
Laboratory/workshop	
Common room	
Conference rooms	
Store	

2. Describe the major pieces of equipment available to the library schools in terms of the following:

Office equipment
 Classroom equipment
 Laboratory equipment
 AV aids
 Data processing and computer equipment
 Photoduplication equipment
 Others:

3. Give details of books, periodicals and other material in the departmental library:

Kind	Number	Approximate cost
------	--------	------------------

Self informative questions about physical resources and facilities:

- i) What constraints do you feel with regard to physical facilities?
- ii) What changes are anticipated in the near future with regard to physical facilities?
- iii) What type of equipments are needed?
- iv) How helpful the administration of the parent institution has been in securing needed facilities and equipment?
- v) How adequate are the materials collections available to faculty, students and staff?
- vi) How do you overcome the inadequacy?
- vii) What resources do you share with other departments of the parent institution or centralised services?

VIII. OTHER RELATED MATTERS:

Calender:

- i) Total number of working days in the last year;
- ii) Number of periods per day and per week, subject and course wise.

Examination:

- i) Semester or annual system;
- ii) What is the mode of examination - written/practical/oral/internal assessment or all?
- iii) What is the proportion between internal and external examiners?

- iv) What is the medium for examination?
English, Regional language, any other.
- v) If more than one, how many are offering each medium?

Co-curricular and Extra-Curricular Activities :

- i) List out the seminars, workshops, conferences, etc. organised during the last five years.
- ii) Do you invite outside experts to deliver lectures - experts invited during the last three years, with the number and topics of the lectures.
- iii) Under what schemes they were invited? Indicate the stay of each expert.
- iv) List out the publications of the school (other than propectuses, reading lists, etc)
- v) List the research projects completed and those in progress. Also mention the funding sources.
- vi) Is your school a member of any international or national professional organisation? If so, name these organisations.
- vii) What type of leadership the school is able to provide to local professionals?
- viii) What special efforts are being made to improve the general image of the profession and to contribute to library development in your region?

B: MEASUREMENT AND GRADING

Measurement and grading criteria of the library and information science (LIS) Departments would enable us to determine as to how far objectives laid down for the LIS

Departments^{ate} being fulfilled. In other words, it would reveal as to what has been achieved and what needs to be done to bring about further improvements. The aim of the measurement is to measure and determine the efficiency as well as effectiveness of the LIS Departments.

SCALE OF MEASURING THE QUALITY OF LIS DEPARTMENTS:

No concrete method of measurement and grading of the LIS Departments is available to us. Even the committee on Accreditation of American Library Association (COA/ ALA) has not thought in this direction. We can use the following procedure/scale to quantify the quality of LIS Departments, so that:

- i) It will be easy to evaluate;
- ii) It will be easy to compare the various LIS Departments;
- iii) It will be easy to a LIS Department to know how to improve the quality of the LIS Department.

SCALE / PROCEDURE

CRITERION

CREDIT POINTS

1. Curriculum

1.1 Revision

1.1 If reviewed every year add one credit point.

- | | | | |
|-----|---------------------|-----|--|
| 1.2 | Interdisciplinarity | 1.2 | See how far concepts from Philosophy, Sociology, management, Communication, systems approach etc form part of the curriculum. Award credit against a five point scale. |
| 1.3 | Practical Component | 1.3 | ^{1/5} (there provision for observation, work experience, tours and visits, practical hours, internship etc. Award against a five point scale. |
| 1.4 | Project mandated | 1.4 | Award against a two point scale. |
| 1.5 | Optionals | 1.5 | Are all optionals mentioned are offered? If offered add two points. If only one is offered add number score. |
| 1.6 | Special features | 1.6 | If you feel there is some special feature unique to the curriculum of the department add one credit points as the case may be. |

2 Faculty:

- | | | | | | | | | | | | | | | | | | | | | | |
|-----|--|------------|--|----|-----|-----------|--|------|----------|--|------|----------|--|------|----------|--|-------------|------------|--|--|----|
| 2.1 | Teacher-student ratio | 2.1 | If the faculty satisfy UGC norms of 1:10 and 1:5 for BLIS and MLIS course respectively add 4 credit points. Otherwise reduce inversely:

<table border="0" style="margin-left: 20px;"> <tr> <td>Ex</td> <td>1:5</td> <td>2 credits</td> </tr> <tr> <td></td> <td>1:20</td> <td>1 credit</td> </tr> <tr> <td></td> <td>1:25</td> <td>1 credit</td> </tr> <tr> <td></td> <td>1:30</td> <td>1 credit</td> </tr> <tr> <td></td> <td>1:more than</td> <td>No. credit</td> </tr> <tr> <td></td> <td></td> <td>30</td> </tr> </table> | Ex | 1:5 | 2 credits | | 1:20 | 1 credit | | 1:25 | 1 credit | | 1:30 | 1 credit | | 1:more than | No. credit | | | 30 |
| Ex | 1:5 | 2 credits | | | | | | | | | | | | | | | | | | | |
| | 1:20 | 1 credit | | | | | | | | | | | | | | | | | | | |
| | 1:25 | 1 credit | | | | | | | | | | | | | | | | | | | |
| | 1:30 | 1 credit | | | | | | | | | | | | | | | | | | | |
| | 1:more than | No. credit | | | | | | | | | | | | | | | | | | | |
| | | 30 | | | | | | | | | | | | | | | | | | | |
| 2.2 | All full time | 2.2 | Add 4 credits | | | | | | | | | | | | | | | | | | |
| 2.3 | Full time sharing 50 or more % of the workload | 2.3 | Add 2 credits | | | | | | | | | | | | | | | | | | |

2.4 Full time sharing 25% of work load	2.4 One credit
2.5 No full time teacher	2.5 No credits
2.6 Full time head	2.6 Add 2 credits
2.7 No full time head	2.7 No credits
2.8 Specialised faculty	2.8 Add one credit for each specialist
2.9 Faculty recruited from outside university area	2.9 Add one credit for each such faculty member
2.10 Publications	2.10 a) Add one credit for every papers published by a faculty member during the last academic year b) Add 2 credits for each book published by the faculty
2.11 International and national award	2.11 Add 5 credits for each international award and 3 for national award
2.12 Activities in professional organisations	2.12 Add 3 credits for each office bearership of an international body, 2 credits for national body and one credit for state and local body
2.13 Doctorate	2.13 Add 2 credits for each doctorate
2.14 Post-doctoral research	2.14 Add 2 credits for each completed research project of the faculty
2.15 Research guidance	2.15 Add 2 credits for each candidate who completed Ph.D. and one credit for M.Phil under the guidance of a faculty member
2.16 Research in progress other than Ph.D. & M.Phil	2.16 Add 1 credit for each research project initiated during the past two years.

- | | | | |
|------|--|------|--|
| 2.17 | Ph.D. Guidance in progress | 2.17 | Add 1 credit for every research scholars undergoing research work. |
| 2.18 | Consultancy | 2.18 | For each completed assignment for an outside agency add 2 credits. |
| 2.19 | Participation in conferences/seminars etc. | 2.19 | For each delegation add one credit. If one chaired or presided a session add 2 credits for each. |

3. Students:

- | | | | |
|-----|--------------------|-----|---|
| 3.1 | Enrollment | 3.1 | BLIS
31-40, add 1 credit
21-30, add 2 credits
11-20, add 3 credits
41-50, No credit
51 and above, No credit. |
| 3.2 | Admission criteria | 3.2 | If weightage is given for post-graduates, add one credit.

If admissions are made faculty wise, add one more credit

If admission test is conducted, add one credit

If more than 5 seats are spared for other university students, add one credit. |
| 3.3 | Scholarships | 3.3 | If there are special scholarships of the university add one credit for each. |
| 3.4 | Awards | 3.4 | If special recognitions in the form of gold medals etc. are there, add one credit for each award. |

- | | | | |
|-----|---|-----|--------------------------|
| 3.5 | Special guidance through tutorials etc. | 3.5 | Add one credit for each. |
| 3.6 | Students association | 3.6 | Add one credit |
| 3.7 | Participation of students to teaching | 3.7 | Add one credit. |

4. Goverence:

- | | | | |
|-----|-----------------------------|-----|--|
| 4.1 | Full time professor as head | 4.1 | Add one credit |
| 4.2 | Powers to make purchases | 4.2 | Add one credit |
| 4.3 | Supporting staff | 4.3 | a) Clerk, peon and sweeper add 1 credits
b) Librarian, add 1 credit
c) For every additional staff member add one credit. |
| 4.4 | Departmental Committee | 4.4 | Add one credit |
| 4.5 | Students participation | 4.5 | Add one credit |

5. Financial Matters:

- | | | | |
|-----|--|-----|---|
| 5.1 | Grants to books and periodicals | 5.1 | a) Fairly sufficient, add 3 credits
b) Moderate, add 2 credits
c) Not sufficient, add 1 credit.
d) No purchase, no credit. |
| 5.2 | Regular grants for furniture/equipment/repairs | 5.2 | Add 2 credits |

- | | | | |
|-----|------------------------|-----|-----------------------------------|
| 5.3 | Contingencies | 5.3 | Fairly sufficient, add 2 credits. |
| 5.4 | Travel/research grants | 5.4 | Add 2 credits |

6. Physical Resources:

6.1 Building/Accommodation

- | | | | |
|----|---|--------|--|
| a) | Separate building | 6.1 a) | Add 5 credits |
| b) | Separate accommodation for: | b) | Add one credit for each specific unit. |
| | i) Separate room for each teacher | | |
| | ii) Conference room | | |
| | iii) Lecture halls (one for each class) | | |
| | iv) Seminar rooms | | |
| | v) Library-cum-Reading room | | |
| | vi) AV Room | | |
| | vii) Common room | | |
| | viii) Office room | | |
| | ix) Computer room | | |
| | x) Store | | |

6.2 Equipment

- | | | | |
|------|---------------------------|-----|------------------------------------|
| i) | Office equipment | 6.2 | Add one credit for each equipment. |
| ii) | Classroom equipment | | |
| iii) | Laboratory equipment | | |
| iv) | AV aids | | |
| v) | Data processing equipment | | |
| vi) | Photoduplicating | | |
| vii) | other | | |

6.3 Library

- a) Books:
- | | |
|-------------------------|--------------------|
| i) 5000 or more | i) Add 5 credits |
| ii) 3000 - 5000 | ii) Add 3 credits |
| iii) 2000 - 3000 | iii) Add 2 credits |
| iv) 1000- 2000 | iv) Add 1 credit |
| v) Less than 1000 | v) No credit |
| vi) No separate library | vi) No credit |
- b) Periodicals subscribing:
- | | |
|---------------------|--------------------|
| i) More than 50 | i) Add 6 credits |
| ii) 40 - 50 | ii) Add 4 credits |
| iii) 30 - 40 | iii) Add 4 credits |
| iv) 20 - 30 | iv) Add 3 credits |
| v) 10 - 20 | v) Add 2 credits |
| vi) 5 - 10 | vi) Add 1 credit |
| vii) Less than 5 | vii) No credit |
| viii) No periodical | viii) No credit |
- c. Practical Facilities:
- | | |
|---------------------|--------------------|
| i) 1 : 1 | i) Add 5 credits |
| ii) 1 : 2 | ii) Add 4 credits |
| iii) 1 : 3 | iii) Add 3 credits |
| iv) 1 : 4 | iv) Add 2 credits |
| v) 1 : 5 | v) Add 1 credit |
| vi) 1 : more than 6 | vi) No credit |
- d. Reference works:
- | | |
|------------------|-------------------|
| i) 50 - 100 | i) Add 3 credits |
| ii) 25 - 50 | ii) Add 2 credits |
| iii) 20 - 25 | iii) Add 1 credit |
| iv) Less than 20 | iv) No credit |
- e. Other kinds of literature
- e. Add one credit for each kind of literature

7. Calendar:

- a) Working days:
- | | |
|------------------------|-------------------|
| i) Above 200 | i) Add 3 credits |
| ii) 150 - 200 | ii) Add 2 credits |
| iii) 100 - 149 | iii) Add 1 credit |
| iv) Less than 100 days | iv) No credit |

- b) Working hours/days
- | | |
|-----------------------|------------------|
| i) More than 5 hours | i) Add 2 credits |
| ii) 3 - 4 hours | ii) Add 1 credit |
| iii) 2 - 3 hours | iii) No credit |
| iv) Less than 2 hours | iv) No credit |

8. Curricular and Extra-curricular Activities:

- | | |
|--------------------------------|--|
| a) Seminars workshops,
etc. | a) Add one credit for each
national or state level
programme |
| b) Outside experts | b) Add one credit for each
expert invited |
| c) Publications | c) For each scholarly/research
publication add 2 credits |
| d) Research project | d) For every research project
completed add 2 credits |
| e) Extension work | e) Add one credit for each
worthy activity. |

RANKING

After assigning credit points, total them and assign the following grade:

- | | |
|-----------------------------------|--------------------------|
| i) More than 100 credit
points | i) Outstanding (O Grade) |
| ii) 90 - 100 credit
points | ii) Excellent (A Grade) |
| iii) 80 - 89 credit points | iii) Very Good (B Grade) |
| iv) 70 - 79 credit points | iv) Good (C Grade) |
| v) 60 - 69 credit points | v) Fair (D Grade) |
| vi) 50 - 59 credit points | vi) Average (E Grade) |

CHAPTER EIGHT

A MODEL OF ACCREDITATION FOR THE

STANDARDISATION OF LIBRARY AND INFORMATION

SCIENCE EDUCATION IN INDIAN UNIVERSITIES

A MODEL OF ACCREDITATION FOR THE STANDARDISATION
OF LIBRARY AND INFORMATION SCIENCE EDUCATION IN
INDIAN UNIVERSITIES

As: TOWARDS EXCELLENCE IN HIGHER
EDUCATION (in General)

Human Resources occupy a place of pride and pre-eminence in the socio-economic development of a nation. Experiences of developed nations reveal a positive correlation between the development of human resources and economic development. Recognising the role of human resources, developing countries like India have initiated multi-pronged measures to promote the quality of human resources. Higher Education has been acknowledged to be an instrument of human resources development and in fact, the latter is deemed to be a function of development in higher education. In view of its varied significance, higher education was assigned a place of primacy in the educational pyramid of India in the post independence era and the Government of India paid special attention to its growth. The industrial policy announced in 1948, the Indian constitution adopted in 1950, Five Year Plans implemented since 1951 and the Kothari Commission (Education) appointed in 1964 have strongly underlined the vital role of higher education in promoting economic growth with social justice in the country. Both

the central and state governments have greatly contributed to the development of higher education through diversified educational plans and the expenditure earmarked by them for higher education has been escalating year after year.

Consequent to these policy directions and efforts of the governments, higher education has made rapid and remarkable strides in the last four decades. Today, India has the unique distinction of possessing the largest system of higher education in the world next to the USA. It is also equally true that there is widespread dissatisfaction and disappointment among us about its existing status. We tend to think that the system of higher education has largely failed to achieve its noble objectives of excellence, quality and relevance, to tackle the challenges emerging in the country, to create able and skilled labour force and to establish an employment oriented egalitarian society in India. In fact, higher education in India today appears to be in deep crisis situation.¹

Although there is a grain of truth in this popular allegation, it is still possible to make use of higher education as a tool of our country's development through a series of reforms consistent with social changes. Today the country is facing acute and deep economic crisis and the

government has endeavoured to tackle the situation through a package of economic reforms. If these reforms are to succeed, then the system of higher education should also be simultaneously rejuvenated. In other words, educational reform should become an adjunct of economic reforms. Therefore, in the emerging context, it becomes imperative to transform the character of the system of higher education. This new spectacle constitutes both an opportunity, and a challenge to the academicians, academic administrators and policy makers. If we fail to capitalise this opportunity, the posterity will have no respect for education and will lose faith in the system itself. Keeping this present and future scenario in mind, it becomes necessary to adopt the following measures in various components of higher education system to improve the system of higher education in India:

- i) Administrative policy;
- ii) Curricular reforms;
- iii) Faculty;
- iv) Research
- v) University Administration;
- vi) Overcoming the Financial Crisis.

A:1 Admission Policy:

In the first instance, the expansion of the system

should be checked and the number of aspirants for University education should be contained. The government should bring a legislation to ban the establishment of new colleges and universities atleast for the next five years. Facilities to admit additional students in the existing institutions alone should be encouraged and expanded. Under no circumstance, opening of colleges by politicians in their constituencies to satisfy their people or for any other pecuniary consideration should be permitted. Likewise, the government should frame and implement a strict admission policy in the existing institutions so that higher education is made accessible only to those who have genuine interest and motivation to pursue higher education. The doors of higher institutions should be strictly closed to indifferent and disinterest persons who would like to join the colleges and universities just for passing their time or for getting a degree for the sake of social status. The goal of future admission policy should be quality upgradation rather than quantitative expansion. We should strive to create a cader of meritorious graduates needed for the country's development rather than concentrating on the increase in numbers of unemployed youth after they leave the portals of higher education. The admission number should be decided on the basis of the facilities available in each institution. Admission should be based on merit decided through an open entrance examination. At the same time care should be taken to ensure the admission of able and meritorious students

belonging to weaker sections of the society through an enlightened policy of reservation.

The advocacy of meritorious admission and the banning of new institutions should not be misconstrued as ^{ra}country and inconsistent to our goal of "Education for all". We do realise that Indian people comprise 50% of the world's illiterates²; that large sections of children have to go without acceptable level of primary education and that it is obligatory on our part to spread education to them. It is quite possible to achieve this objective by developing needs of deserving persons can be met through open universities rather through opening general arts colleges and universities. The system of higher education can be improved only when its quality is controlled and maintained at all levels. Providing "education for all" is really a noble democratic trait, but it should not become a source of deterioration in the standard of education in any manner.

A:2 Curricular Reforms:

Higher education can be made more meaningful only when we introduce radical changes in the irrelevant and traditional curriculum adopted since the days of the establishment of universities in India. The course content of higher education

programme should be redesigned and related to societal needs and country's development. Programmes have to be rewritten to demonstrate the application of concepts in real life situations. It is essential to teach basic theories in classrooms, but at the same time, we should illustrate through different angles of the society as to how these theories really relevant and problem solving in life. For instance, students learning economics of administration should have an opportunity to have experience in different departments of administration and understand their problems, in addition to classroom learning of theories of administration. The tilt towards application orientation in our course structure will have tremendous impact on the students. The knowledge acquired in a particular area will improve several fold, they will get an opportunity to understand real life situations and problems, they will be better equipped to get a career of their choice and the students would evince genuine interest in the entire learning process which is badly lacking today. The course structure should also necessarily establish close linkages between educational institutions and the industries or other relevant organisations of commerce and government.

In a rapidly changing social setting, it becomes necessary for every student to acquire knowledge in subject allied to his main subject according to his innate preference.

But the existing universities do not offer sufficient opportunities to the students to select subjects of their choice. With a view to enhance such opportunities to students, we have to introduce a scheme known as "choice based credit system". In this system every student is given full freedom to choose, in addition to his/her main subjects, all those subjects which in his/her opinion are essential to attain his/her future ambitions and goals. For instance, a student of management can choose any subject in the allied departments of economics or commerce. Since a student gets a course of his/her personal preference, he/she can devote his/her undivided attention on studies and the present disinterestedness and lethargy of students characterizing the contemporary higher education will disappear. In this choice based credit system, complete internal assessment is adopted. The teacher who teaches examines his/her students and assessed their knowledge throughout the the semester through tests, quizzes, seminars and end semester examinations. The teacher directly participates in question paper setting and valuing answer papers. The whole examination system is open. The students are shown the answer books and can discuss their marks with the teacher. This system removes the lacuna in the existing marking procedure. The teacher gives grades to his/her students i.e. he/she essentially arranges the students in his/her course in order to merit. This system induces the

students to work throughout the year, dissuades them from indulging in undesirable activities dissipating their time and energy, fosters cordial relationship between the teacher and the taught, establishes peace and harmony in the campus thereby creating an atmosphere congenial for real learning and reduces the scope for political intervention in the functioning of the university.

A:3 Faculty:

The quality of education hinges on the skills, ability and the quality of teachers working in our colleges and universities. Therefore, there can be no difference of opinion on the need to up-date their efficiency as a precondition for improving the quality of higher education. Persons of high calibre with real aptitude for teaching should alone be recruited for faculty positions through impartial and objective recruitment procedures. Teachers should be fully accountable to the students and the institutions in their teaching assignments. At the same time, we should augment basic facilities required for improving the quality of teachers. Orientation programmes to new entrants, refresher courses to experienced teachers, incentives to meritorious teachers and institution of Distinguished teacher Awards can go a long way in promoting the skills and qualities of teachers. Promotion of teachers to higher positions should be based

on their past teaching and research experience, their contribution to the growth of the institution and the welfare services rendered to the students and their popularity among students. We should have the courage to distinguish between good teachers and bad teachers and to extend special incentives to good teachers. Only a system of incentives and disincentives can uphold the dignity of teaching profession. Every educational reform should revolve around the creation of devoted, dynamic, committed and motivated teachers. In pursuance of this objective, the University Grants Commission has implemented certain laudable measures. Among others, these include the recruitment of teachers on the basis of common qualifying tests prior classroom lectures organisation of specially designed orientation and refresher programmes for college and University teachers.³

A:4 Research:

Promotion of qualitative research is a sine qua non for achieving the goal of higher education. Innovation and research are the hallmarks of higher education. In fact, the system of higher education can be developed only through the findings of high level research carried out in the fields of science, technology and social sciences. Therefore, we

should adopt comprehensive measures to develop high quality research in our universities. At the outset, we should be clear about the type of research to be developed in our institutions. In the past, we have concentrated more on basic or fundamental research. There were occasions when we undertook repetitive research resulting in dissipation of scarce resources and precious energy. Consequently, we have not contributed substantially to new discoveries, development of knowledge or enhancing the standard of living of the people. Therefore, it may be prudent to reduce our preoccupation with basic research. It may not be really worthwhile to pursue and promote everything that seems interesting, important or feasible. This, however, does not underrate the overriding significance of fundamental research in our quest for new knowledge. If it is absolutely necessary, we may choose such of those areas where Indian scholars possess better and special advantages over their foreign counterparts.

Further, fundamental research should help to create and recreate theories and concepts based on Indian empirical evidences. These attempts should receive the approval and appreciation of foreign scientists also. In the present context of economic development, it is desirable to discover innovative methods of production which can reduce costs,

increase the availability of essential commodities and help to increase the standard of living of common man and the under privileged who are the victims of soaring prices. Therefore, it becomes necessary to determine the areas of research which are conducive to the country's development and initiate action to pursue useful and relevant research. In certain areas of research, we can identify few educational institutions, talented faculty and students and research functions can be shared among them. As a result, we can maximise our research benefit with minimum costs.

It is essential to increase the basic facilities required for pursuing high level research in a congenial atmosphere. In the contemporary situation of resources crunch, it may not be possible for the University Grants Commission or for the universities to provide finance needed for the creation of infrastructural facilities required for research. The funds required for this purpose should come from outside the university system. For instance, science and technology agencies extend financial support to the universities in the form of time bound research projects. But in future they should also help in the setting up of sophisticated research facilities in educational institutions and providing such other infrastructural facilities which will attract best talents from all over the country. For this purpose, these agencies should earmark atleast 20 percent

of their research grants exclusively for augmenting research facilities in the universities by way of equipping each research centre with microfiliming, Xeroxing, on line and resource sharing facilities.

Likewise, industrial institutions and other donor agencies should come forward to finance the infrastructural facilities in the universities. It may be recalled that in countries like Japan 80 percent of Research and Development (R & D) Budget of the universities is funded by non-governmental industrial organisations very well linked with academic institutions. In India also such a system should be evolved and propagated and it should be remembered that there is vast scope in India for cooperation between industries and universities in research and development (R&D).

A:5 University Administration:

The existing un-iversity administration system leaves much to be desired and hence calls for sweeping reforms. The basic objective and philosophy of administrative reforms should be to reduce unwarranted and unnecessary controls and to provide autonomy with accountability to all those who are involved in un-iversity administration. Reduction in controls and decentralisation in decision making can avoid needless delays and can impart new dynamism to

administration. Therefore, it is necessary to offer autonomy and freedom to every department of the university so that they become independent entities. The university administration should intervene in the functions of the department only in the event of implementation of policy based decisions.

Equally important is the need for developing universities as real autonomous bodies. The government should mitigate its control over the universities gradually. It should confine itself to the formulation of higher education policy and the provision of finance required for the implementation of these policies. In no other respect, the government should exercise control over the universities or intervene in their academic functioning. Likewise, the UGC should decentralise its decision making process so that delays in the implementation of educational programmes can be avoided. It is a good sign that the UGC has set up regional centres recently.

A:6 Overcoming the Financial Crisis:

It is a common fact that the financial position of the universities is woefully bad and the financial crisis in the Universities has become acute and severe. In the last

four years the educational budget had been sliced down in the context of the enveloping economic crisis. Of course, this is a recent crisis. But lack of finance has always been a perpetual problem for universities since the advent of planning. Although the minimum educational expenditure should hover round six percent of the Gross National Product (GNP), we have been spending only 1.2 percent to 3.9 percent between 1950 and 1967.⁴ Lack of resources has been the major factor responsible for not developing universities in proper direction. Unless we overcome the resource crunch haunting the universities today, it would be impossible to implement any university reform. Therefore, universities should take the cudgels and augment both internal and external resources. Measures of improving the financial conditions of the universities should include the following:

Firstly, there should be an upward revision in the fees collected from the students in accordance with the inflationary situation. We may adopt a dual fees collection policy in case the poor and backward students who are likely to be affected by this revision of fees. We should remember that although the per capita government expenditure incurred on a student has increased several fold in the last 30 years or so, the university fee structure has remained same. Therefore enhancement of university fees and rate is inevitable

and opposition to it is untenable and unwarranted. Those who clamour for qualitative education should receive it only at a price. It is quite ironical and surprising that students who are willing to pay exorbitant rates of tuition fees in private institutions, oppose marginal increase in the same in government run colleges and universities.

Secondly, university should endeavour to establish endowments from philanthropists. Income from such endowments can help to improve university finances. The Universities can also save a part of its funds and invest the same in income yielding assets and income generated thereby can supplement the scanty resources of the university.

Finally, another measure of equal importance is the prudent and productive spending of the meagre resources of the university. Unproductive, extravagant and doubtful expenditure of all kinds should be avoided at all costs. The expenditure of the university should be based on its objectives. This can help to reduce such expenditure as are not directly related to the achievement of the objectives of the University. If the administrative reforms suggested can be adopted we can effect considerable economy in our expenditure. Under the choice based credit system, the students have the benefit of expertise from all the departments of the university and hence the expenditure on

invited faculty from outside or guest lectures can be reduced to the minimum. Thus the improvement in financial position of the university calls for two pronged measures, namely, augmentation of the internal and external revenue and economy in expenditure.

B: LIBRARY AND INFORMATION SCIENCE EDUCATION

The measures of higher educational reforms suggested above are applicable to all the types of higher education and LIS education is no exception. All the measures, should lead to the same destination, namely, achievement of excellence in higher education so that future system becomes really meaningful and relevant to the emerging challenges of the society which is poised for a big leap in the 21st century.

B:1 Significant Achievement:

Library and Information Science has now been recognised in the country as a university subject for study and research at par with any other traditional subject "Largely on the basis of its intellectual content". The recognition of the subject as a full fledged discipline is perhaps the most

significant achievement not only for the library and information science education, but for the whole profession as such. The increased research activities in the field have raised the status of the subject in the eyes of the scholars and the public. Except in a few cases, most of the library schools are now manned by full time teachers who enjoy the same pay scale, position and other facilities as those of other teaching staff. The high degrees granted by universities in this discipline have also enabled the librarians to get enhanced status and salary. As a consequence, the library schools are now able to attract good talents in the faculty as well as student community.

B:2 Problems:

In spite of these happy developments, library and information science education in the country cannot be said to be moving in the desired direction. Its growth though quantitatively impressive, has been haphazard and unplanned resulting in some serious problems which require immediate attention.

B:2.1 Proliferating Number:

While proliferation of courses has increased the opportunity for more and more people to get themselves trained,

from all available indications it seems that the number of persons coming out of library schools, some 2,000 or more, is much more than the requirement creating an adverse demand and supply position in the employment market. Of course, the proper assessment of the situation can only be done after making a survey of job opportunities vis-a-vis manpower development. Incidentally, a study based on newspaper advertisements has shown availability of only 432 vacancies of library and information personnel in a year⁵ which is only about 25 percent of the annual turn out of our library schools.

B:2.2. Degradation of Degrees:

The obvious repercussion of this condition is degradation of the library and information science degrees in the employment market. It is not very uncommon now to find persons holding a master's degree vying for and even accepting jobs meant for semi-skilled workers or join some other departments at the lower rank other than library profession leading to the wastage of professional degrees. Some employers, taking advantage of this situation, are also demanding qualifications higher than what are needed for a particular post. This is bound to cause humiliation of the professional workers and create frustration among them.

B:2.3 Lack of Infrastructure:

Some universities in their undue haste have started library schools or introduced higher courses or increased the intake of the existing courses without developing necessary and adequate infrastructure. Many library schools are awfully ill-equipped from the point of view of financial resources, space, teaching staff and other facilities like library and other teaching aids. Even minimum facilities are not available in some schools and the courses are run solely depending on part-time teachers by sharing space with some other department or with the library. In such circumstances the ideal teacher student ratio or application of modern teaching methods can be a mere dream.

B:2.4 Lowering of Standards:

The dilution of courses had its inevitable impact on the standard. The students coming out of the schools with inadequate infrastructural facilities cannot be expected to have the same quality of training as of those from schools with better facilities though all of them get the same degree. As a national consequence, students with better training perform better in selection for jobs as also in their actual field of work. Thus some trained personnel suffer for no fault

of theirs. This also affects not only the prestige of the courses they had undergone, but also the profession at large.

B:2.5 Effect of Variation:

The variation in standards of courses offered by different schools is also due to variations in the duration of the courses and the size of intake, besides differences in the course contents. Though at bachelor degree level there is apparent uniformity in duration in the sense that it is one academic year almost in every school, the actual teaching hours greatly differ depending on the number of hours spent in teaching per day and per week and the number of holidays. The average teaching hours per week may be anything between 15 hours and 30 hours in different schools. At master's degree level the duration varies from one academic year to two academic years. Similarly, the total intake in different schools varies from 30 to 100 at bachelor's degree level and from 5 to 15 at master's degree level. A Training can be expected to be better if more time can be spent in teaching, including out of class consultations, which is only possible if adequate number of teachers are available and the size of the class is not too big.

B;2.6 Differences in Course Contents:

The quality of a course also depends on the contents of the course or the syllabus. Unfortunately there are differences in the course contents of different universities. Some schools are still sticking to conventional topics and are not incorporating in their syllabi ideas relating to modern management, systems analysis, statistics, operations research and computers which are now considered essential for effective management of libraries and information centres. In some schools the courses contain very little of information science, though the term 'information science' finds place in the designation of their degrees.

B;2.7 Relevancy and Orientation:

It has been noticed that contents of courses of some schools have old concepts and overtones in relation to practical library work. This often leads to wastage since the students do not get any opportunity to utilise those all old concepts that they have learnt in their field of work, and that causes frustration as their training actually does not help them much in their vocation because they lack knowledge of latest concepts and modern techniques of latest library electronic gadgets. Thus it needs orientation of

students with schools of library and information science provision which possess all latest devices and techniques.

B:2.8 Lacuna in Training:

Our courses have another major shortcoming which creates difficulties for the new entrants to the profession to adopt themselves quickly to their jobs. In fact, our library schools do not produce 'trained librarians' in the true sense of the term. Very rarely the students get any opportunity to face real life problems during their course of study since no post course apprenticeship or training is obligatory for the students before they are granted their degrees as in case of medical profession. Though a provision for during the course apprenticeship was existing in some schools earlier, it was gradually discontinued due to growing estrangement between the library school and the university library after their separation. Thus it needs rethinking for having closer co-ordination between the two sides of the same coin i.e. Deptt. of Library Science and Library.

B:2.8.1 Student Characteristics:

It is needless to stress that "because librarianship is a service profession, those who come to it should have

something of the spirit of service and should be interested in the opportunities it offers to help others. Though it is true, that students with better qualifications, some even with a Ph.D. degree, are joining library and information science courses, many of them do not possess such traits such as proper aptitude for library work, an interest in books and their users. In fact students should join the course after prior planning of their career or with motivation to work in the profession. Though in the past most of these persons with higher qualifications who join library and information science courses would do so either when they would not get chance to join other well recognised professional courses like medicine, engineering etc. or simply in the expectation of better employment opportunities but this is not position now. So our library schools should devise ways to admit students not only with good academic record, but also with other necessary traits of a professional worker and commitment to society.

B:2.8.2 Teaching Faculty:

The effectiveness of any course greatly depends on the size and quality of the teaching faculty. The somewhat sudden increase in the number of library schools during the last 13 years has brought into sharp focus the problem of

having an adequate number of well-qualified and experienced teachers of library science for all the courses. Some schools try to manage wholly with part-time teachers. It is not conducive because it lacks contact between teacher and student and it can lead to lowering of standards of teaching. In turn, this leads to the producing of librarians not fully capable of achieving the objectives of library service. Lack of adequate number of teachers often increases the workload of the existing ones and as a result they cannot do full justice to their work.

B:2.8.3 Teaching of Professional Course:

Obviously, teaching of a professional course is not the same as teaching of any other subject. The UGC recommended qualifications have made it possible for young and newly qualified people to directly join library schools as teachers. They may be very good as far as their theoretical knowledge of the subject is concerned. But they have neither any training to teach the professional subject, as no such course is conducted, nor do they have any professional experience of working in a library cannot have any intimate knowledge about the practical problems that the staff of a library have to face, and, therefore, he can hardly become a complete teacher. Even those teachers who have prior professional

experience have no opportunity to continue their professional practice and, therefore, become alienated from the problems of library work. This is in sharp contrast to the doctor-teachers who invariably have to attend patients even when they serve on teaching faculties. Thus we should stress upon refresher courses, seminars and workshops to update teachers, and working professionals to have better understanding of each other for the development of the profession and training programmes.

C: STANDARDISATION OF LIBRARY AND INFORMATION

SCIENCE EDUCATION:

There is growing demand for information scientists for designing, developing and operating information systems and services especially in R & D organisations, industries and commercial organisations. Libraries/Documentation Centres/Information centres attached to these are expected to perform specialised functions such as information and data analysis, preparation of trend reports, provide information and data services, plan application of information technology for information systems and services etc. The library schools have failed to provide adequately for manpower requirements

of such organisations. The reason being that in our training programmes we have not given enough attention to the introduction of new media and new information technologies. This is true in general. As a result, there has been growing criticism of library and information science education programmes. The criticism has come from leaders of the profession and also from the degree holders passing out from library schools.

In view of the criticism, it becomes essential to formulate standards for LIS education, which would be generally acceptable. A standard refers to a definite level of excellence or adequacy required. The standards would provide guidance for the library schools so that these come up to an optimum level. By applying these, it would hopefully enable one to determine the quality of education and training being provided by the existing library schools. In order to achieve educational excellence and to maintain high standard of education and training, it is essential that constant evaluation of programmes offered by a library school should be carried out.

C:1. Areas for Standards:

The existing circumstances of Indian library and Information Science Education have an urgent need of standards

in certain areas. These areas may be as under:

C:1.1 Finance:

No institution can function properly without the adequate provision of funds. It will be treated as the factor of immense importance before acceding a school or department of an institution. The adequacy of funds may be judged in relation to the number of students, programmes of professional education, salary scales, teaching aids and the programmes for proceeding years.

C:1.2 Faculty:

The competency of a pupil can be professed to a great extent on the basis of the competency of his instructor. So the subject knowledge, research work, continuing professional growth, association and coordination with professional bodies are the areas to be checked to assess the competency of faculty members. The number of faculty members should be kept in consideration in relation with the courses taught.

C:1.3 Admission Procedure:

There are two types of admission procedures: (i) On the basis of merit, and (ii) on the basis of admission test and interview. Both the procedures have advantages and ~~dis-~~

disadvantages. A well planned admission procedure which may contain both, should be introduced by the schools of Library and Information Science. The applicants may be scrutinised on the basis of marks of previous degrees/certificates but the final selection should be on the basis of written test and interview.

C:1.4 Curriculum:

A well designed curriculum must be able to produce the professionals fit to perform all types of professional jobs in all types of libraries. The curriculum should have the subjects of common nature as compulsory subjects, for instance, administration, cataloging, classification, bibliography, reference service and of specialised nature as electives, i.e. management of academic, special and public libraries. In the degree level courses both the compulsory and elective subjects should be given a similar importance but in post-graduate courses specialised subjects should be given more importance in order to produce the high ranking professional to render specialised services. Proper place should be given to the inter-disciplinary subjects and new ideas leading towards innovation and regular research programmes leading to M. Phil and Ph.D. Degree.

C:1.5 Library Facility:

A well established library fitted with modern equipments able to prove itself a workshop for a training information scientists, librarians and specialists for various types of libraries and a research laboratory for researchers is an important necessity of an institution. In the schools of library and information science it has one more function, that is, to be an example for the future librarians.

C:1.6 Building:

The building should be spacious located adjacent to library. It should have lecture rooms, seminar rooms and staff rooms for each staff member, research cubicles for research scholars and well organised library of the department of library and information science with future extension to be made according to needs at later stage.

D: FORMULATION OF STANDARDS

For the purpose of formulation of standards for Indian library schools, it would be useful to keep in view the standards duly accepted by the Council of the American Library Association. As stated above, the standards should cover syllabi, financial status, faculty, library facilities, library equipment, physical facilities, admissions policies,

administration techniques etc. There should be greater emphasis on qualitative criteria instead of quantitative ones. Library schools should aim to achieve standards as best as they can. The aim of standards is not to become prescriptive or doctrinaire but to stimulate library schools to achieve constant improvement through re-evaluation, experimentation and innovation. Standards need to be reviewed and revised from time to time to keep pace with changing conditions.

E: ACCREDITATION AND ACCREDITING AGENCIES FOR
LIBRARY AND INFORMATION SCIENCE EDUCATION

With the undue increase in the number of library schools the quality of the training programmes has certainly got affected adversely. At present there is no system of accreditation as such of the library schools at the national level. The UGC is charged with the responsibility of ensuring and maintaining proper academic standards of higher education in the country, but until now its role has generally been of a recommendatory rather than of an accrediting body. The need for creating a proper system of accreditation has, therefore, been felt but a suitable mechanism for this purpose has yet to be devised.⁶

Certain standards with regard to the number of full time teachers at different levels, their qualifications library science collections, number of non-teaching staff, physical facilities etc. have been discussed and useful recommendations have been made by the various workshops/seminars/conferences held from time to time and also by UGC panel on library and information science. In the various seminars great interest was expressed in the possibility of devising some means of achieving academic standards for the Indian Library Schools. The issue of accreditation has been discussed in detail but without reaching any positive conclusion.⁷ So it is here that our thesis is going to work out these accreditation policies.

The best approach to achieve standardisation of LIS education would be to apply accreditation. As stated in the beginning of the thesis that accreditation refers to approval or recognition of programmes of education and examinations, conducted by institutions, on the basis of certain laid down standards, by an outside organisation having high standing.

While collecting the comments, based on questionnaire from the eminent library professionals from the different LIS schools in India regarding the accreditation, it was

stated by all the great personalities that accreditation is essential in order to have better standards for LIS education in India.

Regarding the Accrediting Agencies, it is a matter of wide discussion to select a body which may be able to do the accreditation. While collecting the views regarding the accrediting agencies, the various agencies were recommended as accrediting agencies. Most of the persons recommended that UGC or ICALISE should take the responsibility of accreditation of LIS education in India and other agencies which were recommended are: (i) Indian Library Association, (ii) National Committee consisting of members from faculty, professional associations, libraries, (iii) Association of Indian Universities, (iv) IATLIS, (v) National University of Library and Information Science, (vi) Inter University Board, (vii) Association of Library and Information Science Schools. It is in the light of these recommendations that emphasis can be laid either on UGC and ICALISE as accrediting agencies. However, agencies like ILA which the library professionals believe to act as accrediting agencies can be discussed briefly as some want to follow the ALA pattern.

Ex.1. Indian Library Association:

Our national professional association Indian Library Association could take up this activity. This could avoid

the interference of the government or any of its agencies. The activities of the Association would be under the close scrutiny of its members and it will be possible for the whole profession to join in the formation and review of such programme.

It may be noted, however, that like Library Association of U.K., the Indian Library Association does not maintain a register of librarians, nor has it any authority in its constitution. Keeping in view the inability of the Association to establish proper full-time headquarters and staff, its financial position, its limited membership, it is not probable that the Association could take active part in the process of accreditation. Besides, its political overtones cannot be eliminated which will not be useful for proper health of the library schools.

E:4. Indian Council for Accreditation of Library and Information Science Education (ICALISE):

It was resolved at the National Convention on Library Science Education held under the auspices of the Indian Library Association in 1976 that: "To maintain uniformity in the standards in the programmes in the country, the Government of India be requested to create a Library Science Council on the pattern of the Indian Medical Council"

The Indian Medical Council Act, 1933, authorizes the Council to be furnished with the information regarding the curricula, modes of examinations and practical work, followed in medical colleges in the country. The Council has powers to appoint inspectors to visit medical institutions, attend examinations, and grant recognition to the qualifications and the institutions, to ensure that the persons with these qualifications possess the knowledge and skill requisite for the efficient practice of medicine.

A National Seminar on Accreditation of Library and Information Science (LIS) schools in India, sponsored by the University Grants Commission, New Delhi was organised at Nagpur by the Department of Library and Information Science, Nagpur University, Nagpur during 7 to 10 March, 1994. The seminar also stressed the need for establishing an independent national council which may be named as Indian

Council for Accreditation of Library and Information Science Education (ICALISE). On the basis of various discussions it is proposed that the various components of ICALISE should be as under:

E:4.1 Constitution of the Accreditation Committee:

Members:

The ICALISE may be composed of atleast 23 or odd members representing the following categories that are concerned with LIS education:

One representative each from:

- a) the Indian Library Association (ILA);
- b) the Indian Association of Special Libraries and Information Centres (IAS LIC);
- c) the Indian Association of Teachers of Library and Information Science (IATLIS);
- d) the Society of Information Science (SIS);
- e) the Association of Government Library and Information systems (AGLIS);
- f) the University Grants Commission (UGC);
- h) Five in-service representatives from the universities offering LIS courses from the 5 zones by rotation, representing Northern, Eastern, Central, Western and Southern regions of India;
- 1) One representative from DRTC/INSDOC;

- j) Five eminent ex-service professional persons to be nominated from the field of Library and Information Science from the regional schools of library and information science, leading libraries, information centres, polytechnics etc. by rotation. The rotation will be according to year of establishment;
- k) One member to be nominated by ICALISE as Member-Secretary;
- l) One member each from central universities and open universities;
- m) Two members to be co-opted by the council to represent any unrepresented group of schools;

Chairman:

The Chairman be elected from amongst the members nominated above.

Terms:

(a) The Council, Chairman and Member Secretary will hold the office for a period of three years; (b) The Committee shall be reconstituted before the expiry of the term of the Council in office; (c) A person can hold the office of Chairman or member secretary for not more than two consecuting terms.

E:4.2 Location of Secretariate:

The Secretariate of (ICALISE) be located initially at the office of the ILA.

E:4.3 Levels of Courses to be Covered:

LIS courses at all levels be covered under accreditation programme.

E:4.4 Purposes of Accreditation:

Different purposes for which the accreditation programme is to be started ^{are} ~~was~~ enunciated as follows:

- i) General improvement of professional education;
- ii) Constructive evaluation;
- iii) Providing advice and assistance in developing and administering standards;
- iv) Enabling continuous re-examination and revisions of its policies and procedures;
- v) Bringing out uniformity and consistency;
- vi) Spell out adequacies and lacunae in LIS schools;
- vii) Encourage experimentation and innovations in teaching;
- viii) Emphasise on quality and quantity;
- ix) Laying down minimum requirement consistent with the need in the education for LIS personnel;
- x) Standards should emphasise key criteria that represent elements of the most importance;
- xi) Providing advice and guidance as well.

E:4.5 Methods of Formulating Standards:

The task of evolving and formulating standards be entrusted to ICALISE and that these be reviewed/revised

every 3 years by its sub-committee to be constituted by the council and adopted finally by the council.

E:4.6 Types of Schools to be Accredited:

All types of LIS schools falling under following categories be subjected to accreditation:

- a) University Departments;
- b) Schools run by affiliated colleges;
- c) Schools run by Library associations;
- d) Open Universities;
- e) Schools run by autonomous bodies;
- f) Schools run by DRTC/INSDOC etc.
- g) Polytechnics offering library and information science programmes.

E:4.7 Standards for Different Types of Schools:

There should be uniform basic standards for standards for different types of schools.

E:4.8 Application for Evaluation:

The application for evaluation be sent once in 3 years to the ICALISE, alongwith the following documents:

- i) Self-study Report (based on the proforma supplied by ICALISE;
- ii) Prospectuses;
- iii) Syllabi;
- iv) Workbooks, Manuals etc.

E:4.9 Visiting Team:

(a) Visit of the evaluation team be compulsory;
(b) the actual expenditure incurred for the visit shall be borne by the LIS schools; (c) the members of the visiting team be nominated by ICALISE, (d) the visiting team should be instructed to consider carefully the following points before preparing its report:

- i) Study of the documents sent alongwith the application;
- ii) The team should have familiarity with standards;
- iii) Assessment should be objective;
- iv) It should have only healthy criticism;
- v) Duration and date of the visit should be specified.

E:4.10 Work of the Visiting Team:

The visiting team should perform following tasks:

- a) Hold conference with members of the Faculty, students and authorities;
- b) Observation of physical resources;
- c) visit to classes and observe methods of instruction;
- d) Examination of records;
- e) Holding meeting with alumni and non-teaching staff;
- f) Observation of Academic contribution.

Team Report:

The work of preparing team report may be distributed between different team members and that the format of the team report should contain:

- a) Introduction;
- b) Description of the Programme;
- c) Evaluation;
- d) Specification of strong and weak points;
- e) Recommendation with action to be taken by
(i) ICALISE; (ii) LIS schools;
- f) Development Imperatives.

E:4.11 Action on the Report:

Following actions are contemplated on the report:

- a) Approval of Report by ICALISE;
- b) Response from LIS schools;
- c) Compliance from LIS schools;
- d) Granting of Accreditation.

E:4.12 Appeal etc.

The necessary provisions be made on:

- a) Right to appeal giving reasons on the decision of ICALISE;
- b) Appointing Reappraisal Committee to hear the appeal;
- c) Preparation of report with appropriate comments and instructions.

E:4.13 Reaccreditation:

- a) The accreditation may be granted for 3 years;
- b) Reapplication for accreditation may be made after a period of one year.

E:4.14 Costs:

- a) An amount of Rs. 1000/- be charged towards application fee;
- b) Actual expenditure incurred be charged for site visit. For annual review, an amount of Rs.1000/- be charged.

E:4.15 Report to the Profession:

There is a need to appraise the LIS profession regarding accreditation programme and this be done by (a) bringing out publications such as annual reports, newsletters etc. (b) presenting report at library conferences etc.

E:4.16 Relations with Other Agencies:

The ICALISE should be in constant touch with other bodies concerned with accreditation programme and also with other universities in developing norms, monitoring the same, communicate and exchange views on problems, identifying inadequacies and lacunae, in keeping upto date norms and liason, and negotiate for provision of suitable facilities in LIS schools.

F: UGC'S ROLE IN ACCREDITATION OF LIBRARY
AND INFORMATION SCIENCE EDUCATION:

Co-ordination and maintenance of standards in teaching and research are the statutory responsibilities of the university Grants Commission and in this connection it consults the universities as well as experts on its various panels. The Commission has taken a number of decisions to foster better standards of education - for example by framing the regulation regarding the qualification of teachers at the time of recruitment, or providing guidelines for minimum examination reform, or advice to the universities that the number of days on which classes are held should not be less than 180 in a year. The Commission has also been pressing for modernisation and relevance of curricula and methods of teaching which require students to do assignments, tutorials, projects or field work - exercising their initiative and creativity.⁸

The University Grants Commission has not so far succeeded in determining and maintaining standards in different subjects being taught at Indian Universities. The UGC Review Committee in Library Science recommended certain norms for library education in 1965. In the foreword of the printed report, the then Chairman of the

UGC says: "This is a report by the Review Committee appointed by the University Grants Commission to review the standards of teaching and research in library science in the universities... I have no doubt this report will be of wide interest and utility to teachers of library science and to the universities and colleges generally".⁹ It was merely a recommendation. There was no mechanism to enforce it. Although the UGC does give grants to encourage those who want to attain the standards recommended, it does not penalize in any way the institutions of library education which do not do anything to come upto the recommended standards and continue ~~to~~^Y in their own way granting their degrees to numerous students.

There is a clear case for emphasizing upon the UGC the need to discharge its statutory responsibility for the determination and maintenance of standards.

As stated above that the UGC Review Committee under Chairmanship of Dr. S.R. Ranganathan submitted a report entitled "Library Science in Indian Universities in 1965". The recommendations are far reaching in nature. Covering minimum qualifications for admission, methods of teaching, examinations, working hours, minimum qualifications for teachers, staff requirements, physical facilities, funds etc.

Recommendations were made by (i) All India Workshop on Methods of Teaching and Evaluation in Library Science, May 15-30, 1973 and (ii) All India Seminar on Library and Information Science Education in India, October 3-8, 1977, both organised by the Department of Library Science, University of Delhi. Some of these recommendations were adopted by UGC Panel on Library and Information Science at its meeting held on December 17-18, 1979. These recommendations came much later than the report of the UGC Review Committee (1965), therefore, these have taken into consideration, changing needs. However, these need to be discussed widely by the profession. These may form basis for the standards to be laid down for the purpose. A brief discussion of the significant recommendations is given as follows:

F:1 Syllabi:

UGC Review Committee (1965), in its report outlined a scheme of papers, constituting the basic essentials of the B.Lib.Sc. and M.Lib.Sc. Courses. In 1982, a proposed syllabi for BLIS, MLIS and M.Phil. prepared by Prof. P.B. Mangla, the then member, UGC panel on Library and Information Science, was circulated by UGC. The latest report of the Curriculum Development Committee (CDC) on LIS of UGC under

the Chairmanship of Prof. P.N.Kaula has outlined the detail syllabi for the Bachelor and Masters levels.

It would be wise to expect a model syllabus to be followed uniformly by every library school in India, with provision of certain elective papers covering regional, technical and social needs of the society. A model syllabus should provide broad guidelines for both core and elective papers for BLIS, MLIS and M.Phil programmes so that we will have unity in diversity. Every library school should have the internal autonomy to modify the syllabus based on availability of resources, specialisation, convictions and interests of the faculty as well as teaching methods used by them, manpower needs of the region, etc. The syllabus of a library school should be designed by the faculty covering topics which are considered important by them and by the profession. Each school should develop its emphasis and specialisation which would reflect the temper of the school.

Adop-tion of a model syllabus by all the library schools to achieve parity standards between different library schools is a sound suggestion provided it has provision for local changes. The aim to achieve uniformity of standards should be considered to mean uniformity of course content but not

the rigidity in elective papers and their contents. The basic idea should be to devise means to monitor academic standards as reflected in the syllabus and practised through actual teaching of the same. However, the standards for syllabi can lay down certain objectives, which must be fulfilled.

F:2 Budget:

UGC Review Committee (1965) recommended that "We consider a lump initial provision of Rs. 50,000 for books and a recurring provision of Rs. 8,000 per annum as the minimum requirement for a department of library science"¹⁰ Due to rise of book prices and increase in the number of books being published in the field of LIS, this amount would be found inadequate.

The panel has recommended the following budget:

Recurring

- | | |
|-------------------------|-------------------|
| a) Department's Library | Rs. 25,000/- p.a. |
| b) Workshop/Laboratory | Rs. 6,000/- p.a. |

Non-Recurring

- | | |
|-------------------------|-------------------|
| a) Department's Library | Rs. 75,000/- p.a. |
| b) Workshop/Laboratory | Rs. 25,000/- p.a. |

The budget recommended by the panel does not seem to be reasonable for a department running B.Lib.Sc. and M.Lib. Sc. Courses due to price *hike*. Besides, a library school running M.Phil and Ph.D. programme may find the above provision further inadequate. Therefore, it is suggested that an additional provision for recurring expenditure to the tune of Rs. 50,000/- p.a. and Rs. 1,00,000/- p.a. may be made for a school running M.Phil and Ph.D programmes respectively. Finance is a quantitative factor but is extremely difficult to interpret scientifically. It may be kept in view that a costly programme is not necessarily superior to a less costly venture. However, in order to achieve quality, money is essential to get highly qualified and experienced faculty and to build up necessary facilities required for achieving educational excellence and keeping Deptts/schools of LIS up-to-date with latest equipment.

F:3 Staff Requirements:

UGC Review Committee recommended, "a staff student ratio of 1:10 at the B.Lib.Sc level and 1:5 at the M.Lib.Sc level as reasonable. Here staff means full time staff. In our view, a department of library science conducting the B.Lib.Sc. should have a minimum staff of reader and two

lecturers and a department conducting M.Lib.Sc. course should have a minimum staff consisting of one Professor, two Readers and four Lecturers. The old practice of employing the university library staff as part-time teachers should be discontinued as early as possible". However UGC panel on library and information science raised the staff requirements as given below:

a) Strength: The department conducting only BLIS course and having not more than 40 students would require the following minimum full-time teaching staff: (i) Professor one, (ii) Reader one, and (iii) Lecturers three. In case the number of students exceeds 40, provision should be made for one additional teacher for every ten students or a fraction thereof.

(b) A department conducting both BLIS and MLIS courses and with not more than 40 and 15 students in each class respectively, requires the following minimum full-time teaching staff: (i) Professor one, (ii) Readers two, and (iii) Lecturers five. In case the number of students exceeds 15 in the MLIS class, the provision should be made for one additional teacher for every five students or fraction thereof (Preferably Professor or Reader).

The staff requirement laid down by the panel is a reasonable one. It is essential that UGC should implement

this recommendation to existing library schools as well as in the case of library schools to be started in future. It may be added that staff position has improved a great deal from 1965 onwards. The number of full-time teachers has shown an increase. At the same time, the number of part-time teachers has come down. Still we have to do a lot in the improvement of staff requirements.

F:4 Physical Facilities:

UGC Review Committee (1965) recommended the following facilities:

- a) Two Lecture rooms;
- b) One practical or laboratory room;
- c) One reading room;
- d) Staff rooms for individual teachers;
- e) One seminar room;
- f) One room for demonstration and use of library equipment;
- g) One office room.

UGC panel recommended the following physical facilities:

A) For BLIS course having not more than 40 students:

- | | |
|---|---|
| a) Separate rooms for each teacher | 4 |
| b) Lecture hall with about 80 seats | 1 |
| c) Classroom each with about 15 seats | 2 |
| d) Seminar rooms each for about 15 students | 2 |

e) Library-cum-reading hall	1
f) Workshop/laboratory room	1
g) Audio visual aids room	1
h) Common room for students	1
i) Office room	1
j) Store and records room	1

2) Additional space requirements for MLIS course having not more than 15 students:

a) Separate rooms for each teacher	4
b) Seminar room with about 20 seats	1
c) Classroom	1

3) Additional space requirement for M.Phil course:

a) One additional classroom for regular teaching purpose and rooms for additional lecturers.	
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The recommendations made by the panel are liberal, meant to raise the standard. In actual practice, hardly any library school comes up to this standard. The recommendation of the panel is a standard one and should be followed. For a BLIS course, 5 lecture hall/classrooms/seminar rooms have been recommended, whereas most of the library schools have just one classroom for a BLIS course. If such a library school is able to manage two classrooms. It would be considered reasonable enough. A library school having BLIS and MLIS course should have three classrooms. In case a school is also running M.Phil course, then these classes should be

held in the rooms of the individual teachers. The basic assumption being that each teacher should have a separate room and number of students in M.Phil class should not exceed six for Professor, 4 for Reader and 3 for Lecturer.

As we have seen accreditation of library education in USA exists in a well planned way and in UK also accreditation exists but not under any particular distinctive title. In India accreditation of library schools has been discussed in several conferences, seminars and meetings without reaching any positive conclusion. It is a serious issue requiring careful study if it is suspected that the academic qualifications issued by one university entail much more (or much less) in the way of academic rigor and quality of teaching input than those in another. We should see that there is very little difference in academic standards.

To hold a BLIS or MLIS from one University ought to imply a roughly similar standard of attainment to that of other universities. If it does not, then the whole university system in a country is in danger of becoming discredited in the eyes of the outside world unless some clear system of certification of the standards of library schools can be devised to distinguish those schools which attain certain minimum academic and professional standards from the rest.

There are some schools in the country which have been admitting as many as 50, 60, 80 and even 100 students for the BLIS course and 20, to 30 for the MLIS. Rangnathan has correctly said: "It has become a matter of prestige for some university librarians and even for some universities to open a Department of Library Science with MLIS too, without any thought on the availability of qualified teachers or to what should be taught or how it should be taught in a post-graduate course for a learned profession". Now-a-days there is a race of starting M.Phil and Ph.D. programmes without looking into the availability of necessary requirements. However keeping in view the job requirements and professional advancements these courses are essential.

All of us are aware that professional education for librarians and information scientists is largely provided by the universities in India. When we examine the contents of curricula of different library schools, we see that there are large number of variations. As long the knowledge grows, the curriculum of any professional education is to be revised periodically in order to incorporate latest ideas and concepts. The changes and developments which are taking place in modern world emphasize the constant evaluation of courses in order to maintain high academic standards.

Presently, the conditions which we are having in India regarding the library science education, there were similar conditions in USA which led Charles C. Williamson to recommend accreditation of library education in USA in order to maintain high academic standards. If we want to improve the quality of library education, then some way must be found to control and standardize library education.

G: THE CONCEPT OF ACCREDITATION AND ASSESSMENT
COUNCIL (ACC); SOME OBSERVATIONS:

The programme of Action of National Policy on Education, 1986 has proposed the establishment of an Accreditation and Assessment Council (AAC) for maintaining and raising the quality of institutions of higher education. In order to prepare a detailed report on the proposed Accreditation and Assessment Council, the University Grants Commission (UGC) constituted a Committee with Dr. Vasant Gowariker as the Convenor in November, 1986. The Committee submitted its report in 1987. The UGC after receiving the report, decided to conduct workshops in different regions and asked some identified universities to conduct workshops on the concept of Accreditation and Assessment. It appears that a few workshops have been organised. But, the outcome of these workshops and the policy decision of the Government in implementing this structure is not known yet. It is, therefore, felt that a national debate on the proposed council and the issues involved in the establishment of the Council need to be initiated.

The Report of the Committee on Accreditation and Assessment council has been divided into the following main headings:¹²

- G:1 Introduction
- G:2 Management of Higher Education
- G:3 Accreditation
- G:4 Important Features of an Accrediting System
- G:5 Steps towards an Accreditation System in India
- G:6 Linkages
- G:7 Financial Implications
- G:8 Recommendations

Let us discuss the above headings one by one as stated in the Report, from the next page.

G:1 Introduction:

In introduction the Report states what is wrong with Indian Universities is that they are not generative. They do not give rise to a vital and self supporting intellectual life. Though it is true that they do not have realistic funding, their achievement is still not proportionate to the time, effort and intellectual resources expended on them. Perhaps the major cause of their failure is the manner of their governance, which does violence to the operations of mind and the growth of knowledge. Academic institutions must be built around the principle of intellectual autonomy. Most of ours are not.

Historical roots of the mediocrity of Indian higher education can be traced to the exigencies of British rule, in the need to contain the dangerous potential of self-rule in the realm of ideas. The present structures are descended practically unaltered from that time. The governance of universities is part of a larger pattern, the command-and control style of bureacracy, which was established in the interest of British supermacy and which still continues to dominate our public life.

G:2 Management of Higher Education:

The Report states that Command-and Control management entails a hierarchical notion of "acc-ountability" and top down

initiative. Goals and values are formulated from the outside, and the various ways in which their implementation can go wrong are taken into account and sanctions are provided against these. The governing attitude is suspicion. Dignity and authority are vested largely in the supervisory levels, most of all in the remote government bureaucracy, and next to none with working academics. Intellectual and pedagogical initiative are stifled, and experimentation, innovation and the finding of appropriate responses to local circumstances become impossible. The goals of universities get pitched at a very modest level, to achievements peripheral to the real purpose of a university such as the regular holding of examinations and the announcement of results. The management of universities gets reduced to a law and order problem, with a limited and crude repertoire of political bureaucratic actions to bring them to a semblance of control.

The situation of colleges is particularly bad, because of their subordination to affiliating universities. This suffocates the initiative of college faculty and denies them the necessary control over the circumstances of their work. On the other hand, factors like the recent raising of the college entrance age with the addition of two years

of secondary education and the raising of lecturer qualification to the doctoral level have made the issue of academic autonomy at the college level both more urgent and more promising.

There is an alternative style of management to the command and control, hierarchical bureaucratic method. It is a style which has been demonstrating its superiority worldwide, not just in the academic realm but in business and government as well. It means putting people first. In the words of one of the leaders of the Japanese ascendancy, "To motivate people, you must bring them into the family and treat them like respected members of it". A system which does this is decentralized, democratic and facilitative.

In the academic sphere the first postulate of the new system is the authority and dignity of the working academic. Once this is conceded, the organizational patterns that are coherent with it follow naturally. These include collegiality in the life of the department and of the institution, and the derivation of administrative authority from departmental and faculty councils.

Though it is widely conceded that nothing worthwhile can be accomplished without academic autonomy, the tendency is to let the fear of potential abuse lead back to the bureaucratic - hierarchical system.

G:3 Accreditation:

The Report states that as a way to assure the effectiveness of academic institutions while maximally supporting academic self-regulation, the programme of action of the National Policy on Education 1986 has called for the setting up of an autonomous Council on Accreditation and Assessment. The accreditation policy forms part of a reform which must be viewed as a whole and whose other important aspects include the provision for autonomy of colleges and the projected National Testing Service.

While the central motive to the accreditation system has come from the requirements of college autonomy, it also answers the need for a systematic and regular means for assuring that colleges and universities are functioning effectively.

The hierarchical-bureaucratic approach to possible academic abuses is like administering a dope-test while the race is still on. The system of institutional accreditation, on the other hand, is based on first giving an institution the maximum freedom in defining its goals and the means to achieve them, and then examining it closely, as a whole. The crucial difference from the bureaucratic

system with its cumbersomeness and enforced uniformity is made possible by reliance on the faculty of judgement, in particular the judgement of responsible educators who know what academic excellence is through their own participation in it. They are able to evaluate the institution as a whole and to assess its parts in terms of their functional relation to this, and they are not constrained to see those parts only in terms of adherence to some preconceived bureaucratic prescription.

Operationalisation of an effective system of accreditation in the country will gradually lead to the establishment of norms and criteria for institutional performance assessment, and methodologies and tools for systematic institutional self-study and self-evaluation. Moreover, institutions themselves will collectively benefit through integration of this element of assessment into the institutional culture.

G:4 Important Features of an Accreditation System:

The Report states that the institutional accreditation originated in the United States and has existed there in close to the present form for some decades and is also to be found in Canada and Japan among others. The division of

authority and responsibility between central government and states in the field of higher education is similar in North America and India. Some of the main features of an operational institutional accreditation system which commend themselves are the following:

- i) Institutional accreditation, the recognition of the performance and integrity of an educational institution, is granted by an association of institutions of higher education. Accreditation means membership in the association, and the accrediting commission of the association is elected by the institutional members.

Accreditation, which is the assurance by a non-governmental body of the quality of an educational institution, must be distinguished from the granting by the (state or federal) government of a charter or licence to an institution legally, enabling it to award degrees. An institution must have a charter before it can be accredited.

- ii) Institutional accreditation is a means for the self-regulation of the academic profession, with minimal political and bureaucratic interference.
- iii) Institutional accreditation does not imply that accredited institutions have a similarity of goals or uniformity of process or that they are comparable. It permits diversity and innovation.

- iv) The first part of the accreditation process is a self study by the institution, involving in this activity all of its major constituents including faculty, students and administration. Included in this process is the sharp defining by the institution of its primary mission or goals. This must be soundly conceived, it must be realistic as well as appropriate to the collegiate level.
- v) The second part of the accreditation process is an onsite evaluation by a team of professional educators (faculty and administrators). Though they have the help of published association policies, their main reliance is upon their own experienced judgement. Institutional evaluation is ultimately subjective.
- vi) Institutional accreditation indicates that, in the judgement of responsible members of the academic community, an institution's own goals are soundly conceived and appropriate, that its educational programmes have been intelligently planned and are competently conducted, and that the institution is accomplishing the majority of its goals substantially and has the resources to continue to do so for the foreseeable future.
- vii) Institutional accreditation is a matter of 'yes' or 'No' to the institution as a whole. It embraces all educational endeavours conducted by a single institution regardless of its complexity. Institutional accreditation must be distinguished from

specialized or professional accreditation, where the latter applies, institutional accreditation is usually a prior necessity. Institutional accreditation must also be distinguished from the nation wide comparative assessments of departments in a particular discipline. This is usually carried out by a professional association in that discipline.

- ii) In order to be accredited an institution must meet the Association's qualitative criteria for the assessment of institutional effectiveness in each of the principal areas of institutional activity and responsibility, as follows:
- a) Institutional Mission and Objectives;
 - b) Evaluation and Planning;
 - c) Organization and Governance;
 - d) Programmes and Instruction;
 - e) Special Activities;
 - f) Faculty;
 - g) Student Services;
 - h) Library and Learning Resources;
 - i) Physical Facilities;
 - j) Financial Resources;
 - k) Ethical Practices;
 - l) Publications and Advertising.
- ix) The accreditation agency is not simply a body for the assurance of educational quality. The process of accreditation encourages institutional improvement through continual self-study and evaluation. Accreditation agencies develop criteria and guidelines for assessing institutional effectiveness. And the expert criticism and suggestions of the evaluating team are invaluable.

- x) Developing or newly applying institutions can, prior to accreditation, be awarded candidate status on satisfying certain criteria. These Requirements of candidature concern institutional characteristics largely capable of objective verification. Candidature is usually granted for a two year term. If progress is being made, candidacy can be extended for upto six years.
- xi) Accreditation must be periodically reaffirmed, within a period of five years after initial accreditation, and within ten years thereafter. Accrediting bodies reserve the right to review member institutions any time for cause. They also reserve the right to review any substantive change in the institution, such changes are reviewed within two years after the changes become effective. An accredited institution which shows xserious weakness in one or more areas, but which also shows firm potential for remedying the deficiencies, may be put on probation. Accreditation continues, but generally for a sharply reduced term.
- xii) The accrediting associations are institutional membership organizations supported by annual dues, from the candidate and accredited institutions. They elect the accreditation commissions, the bodies which make the final decision on accreditation after receiving the institutions self-study report and the report of the evaluation team.

Expenses for accrediting activities are borne by the institution on a cost basis. This is kept low by the extensive use of volunteers on evaluation visits.

A typical commission consists of sixteen members who are elected at the Annual Meeting for staggered three-year terms. Provision is made for different types of institutions and the general public to be represented on the commission. Commissioners serve without compensation, and those who are institutional representatives are currently active on the faculties or staffs of institutions accredited through the commission. The commission normally meets four times a year, but various committees may meet more frequently. The day-to-day activities of the commission are conducted by a Director of Evaluation, professional staff, and support staff.

- xiii) Though accreditation agencies are non-governmental their accreditation has come to be recognized as a necessary qualification for eligibility to receive federal funds. The federal government in turn recognizes, for a four-year duration, those accrediting agencies which it finds to be a reliable indicator of educational quality.
- iv) Despite the diversity of accredited institutions, there are some substantive curricular requirements that they must all meet, most notably a coherent and substantial programme of liberal or general studies, amounting to no less than a quarter of all course-work in a four-year undergraduate programme. This requirement is also extended to post-graduate degrees, in the sense that undergraduate work with a sufficient general education component must at least be a pre-requisite to those post-graduate programmes.

Brown

G:5 Steps Toward An Accreditation System in India:

- i) The Report states that these above features of an operational accreditation system will serve as benchmarks in establishing a system of institutional accreditation in the Indian context as a means of reorganising the assurance of educational quality, of making expert academic consultation widely available, and as a way of mobilising local initiative and energy through self-definition and continual self-appraisal.
- ii) The initial impetus for an accreditation system will come from the UGC, through its selection of a group of about twenty good autonomous institutions for initial candidature.

Until such time as twenty institutions are accredited, there will be a provisional Accreditation Association made up of candidate institutions, the original twenty plus those that are later admitted into candidature. After twenty institutions are accredited they will constitute the core of the Accreditation Association or Accreditation Council, and candidate institutions will thereafter have observer status. The Association will be an autonomous, self-governing body - to begin with, a registered society. It will meet once a year.

Each institution's representative to the Annual meeting of the Association will be appointed by the administrative head of the institution, the Vice-chancellor or the Principal. At the Annual meeting the representatives will elect Commissioners

the members of the Accreditation Commission, the body which will make the final decision on accreditation. The Commission will comprise fifteen members serving three-year terms. Eventually, the appointments will be staggered, with about one third of the positions being vacated each year. Commissioners will be drawn from institutions of different types as well as from outside the academic world. From among these the Association representatives will at their first meeting elect a Chairman of the Commission and an Associate Chairman for one-year terms. Subsequently, the Associate Chairman will succeed the Chairman, and a new Associate Chairman will be elected annually. The Commission will meet about four times a year.

The Accreditation Commission will with the consent of the University Grants Commission, initially and then whenever necessary appoint a Director of Evaluation, who will conduct the day-to-day activities of the commission with the help of a secretariate of professional and support staff. The Director's term will normally be five years, but can be terminated earlier for valid reasons by the Accreditation Commission. His status, method of appointment and terms and conditions of service will be comparable with those of a Vice-Chancellor of a university.

The Commission will also, with the consent of the University Grants Commission, appoint an Associate Director of Evaluation, who will report to the Director. He will normally succeed the Director.

The Director will supervise the codification of the principles, guide lines, methods and observations of the accreditation agency into Handbook, and will

submit these to the Commission for its approval.

The Director will draw up a list of potential evaluators, with critical biographies, for the approval of the Commission. The accreditation agency will keep on file a list of at least a hundred approved evaluators. They will serve in an honorary capacity. The other terms of their association with the Commission, will be determined by the Commission.

The ultimate decision on accreditation will be made by the Commission after seeing the self-appraisal and evaluation reports and related material.

The Accreditation Association will eventually be encouraged to function on a zonal basis, for reasons of tractability and economy.

iii) The following are some of the major points on which an institution will face scrutiny in the process of accreditation, and which it will address in its self-appraisal:

a) Institutional Mission and Objectives:

These should be practical, appropriate to the university/collegiate level, and socially responsible.

b) Evaluation and Planning:

There should be sharply defined institutional goals and effective mechanisms for periodic, systematic self-evaluation, planning and review of objectives. The process should take into account state and central plans.

c) Organisation and Governance:

There should be published a clear statement based on the acts and statutes defining the respective powers, functions, responsibilities of each organisational component (Senates, Executive Council, Academic Council, governing board, administrative officers, faculty, departments, students and other constituencies) and their inter-relationships. Provisions for the distribution of authority and responsibility should be depicted in an organisational chart that represents the actual working of the institution. The faculty must have a major role in shaping and conducting academic policy. There should be provision for the consideration of student views in matters of direct and reasonable interest to them. The public interest should be adequately represented in the determination of the over all policies of the institutions.

d) Programmes and Instruction:

Every undergraduate programme whether professional, specialised or general ought to show an appropriate regard for the humanities, natural sciences and social sciences. Usually, at least a quarter of each students programme should consist of courses in these areas, but experimentation with other ways of meeting the end of well-roundedness should be encouraged. Courses should adhere to clearly defined institutional standards of scholarship. There ought to be appropriate means for monitoring the effectiveness of the educational programmes. (The development of some of these, such as a National Testing Service, will be the job of educational bodies and authorities outside the institution).

There should be some systematic procedures that tend to assure that assessments are fairly awarded while at the same time preserving the integrity of the educational process. There should be some means of assuring that the number of sessions planned for a course are actually held, and that the students and teachers are fulfilling their responsibilities in respect of the course.

e) Faculty:

The qualifications and numbers of the faculty should be adequate to discharge their academic responsibilities. Their recruitment, promotion, retention and security of tenure and other conditions of service, particularly the teacher's academic autonomy, in determining the content of the course, the teaching method and the method of evaluation, should be at a level consonant with the dignity of the academic profession. There ought to be formal or informal forums for open communication amongst the faculty and between faculty and administrative officers.

f) Student Services:

There should be an orderly and ethical admissions procedure, and compliance in spirit as well as law with special provisions for disadvantaged groups. Academic, personal and career counselling services, grievance-redressal services, health services and services for foreign students and the handicapped should be available. There should be clear published statements on student rights and responsibilities. Current information about graduates and their progress in careers should be mentioned, and the interest of alumni in the development of the institution encouraged.

g) Library and Learning Resources:

Books and non-print materials and library services, study space and staff should be adequate to the educational programme and there should be systematic planning for future needs.

h) Physical Facilities:

Buildings, grounds and equipment should be adequate to meet the needs of the institution. They should be well-maintained and aesthetically pleasing. Classrooms and laboratories ought to be properly equipped and adequate in number and size.

i) Financial Resources:

The institution should be financially stable, with sufficient resources to carry out its objectives into the foreseeable future. It should have control of its financial resources and budgetary procedures and be free from undue influence or pressure from external funding sources. There should be a clearly defined and consistently implemented process by which the budget is established and resources are allocated. There should be a yearly external audit, reviewed by the appropriate individuals or groups in the institution.

j) Ethical Practices:

In all its dealings the institution should show concern for basic values and observe the spirit as well as the letter of legal requirements.

k) Publications and Advertising:

The institution should publish a catalogue or handbook describing clearly and accurately its objectives, its admission policies, each academic programme or course of study, the requirements for a degree or other recognition, the members of the faculty with their academic qualifications, the fees and charges, the refund policy, the learning and physical resources, and other information the institution considers significant.

iv) The Accreditation Agency should be a self-financing institution. Its recurring expenditure should be met entirely from the membership fees paid by member-institutions. The fees paid by the institutions should be accepted as an admissible item of expenditure for purposes of grants-in-aid to them. The initial expenditure on setting up the Accreditation Council should be met by the UGC for a period of three years.

v) Within five years of the setting up of the Accreditation Council, only accredited institutions will be eligible for central funding. Some painful decisions will have to be made, but if there is to be any point to an accreditation system, it must be operated with great integrity and therefore, there must be no exceptions.

State governments will be free, as before, to found, charter or recognise, and to fund, new institutions, but those institutions will not receive any central funds until they become accredited. Funding, development or support of as yet unaccredited state institutions will be entirely the concern of the states.

For the founding of a new central institution, separate funds will be allocated to sustain it until it wins accreditation, and planning for the new institution will be undertaken with the requirements of candidature in mind. If a central institution fails to win accreditation, even after a reasonable period of time and investment of funds the Accreditation Council will recommend its closure.

- vi) The implications of non-accreditation and loss of accreditation, including the consequences for faculty and past and present students, must be spelled out in advance and publicised.

Denial or loss of accreditation must not come as a surprise. Consultancy services recognised by the Association should also be available to provide any early warning of deficiencies and advice in dealing with them.

- vii) The right to academic self-determination of the individual academic, the department, and the college or university is fundamental. The prima facie satisfaction of it (as evidence, for example, by the rule and composition of the statutory bodies of the institution) will be a requirement of candidature.
- viii) Autonomy is not a prize for the deserving. It is a pre-condition for any worthwhile work. So it cannot be made a consequent to accreditation or even to candidature, but must precede them.

The accreditation system is designed, above all, to make college (and university) autonomy possible by shifting to a mode of accountability that is horizontally rather than vertically organised, and which therefore does not stifle local initiative.

The current UGC guidelines on autonomy envision two degrees of autonomy for colleges. The first, more properly designated "Semi-autonomy", is under the aegis of the erstwhile affiliating university, which, along with other external agencies, has its representation on all the college's statutory bodies. Semi-autonomy does not go far enough in enabling teachers to determine their work situation, alienating them from their jobs. And it makes the statutory bodies cumbersome and open to manipulation by persons without a legitimate stake in them. Semi-autonomy, then, though it is a great improvement over affiliation, should be seen as a stop-gap arrangement.

After the accreditation system is in place, colleges should be in a position to avail of the second, more complete degree of autonomy, under conferment of "deemed university" status from the UGC, a possibility envisioned by the UGC guidelines and also by the National Policy on Education, 1986.

As for affiliated colleges proper, as distinct from semi-autonomous ones, none of them can be granted candidature by the accreditation system because their set up is by its nature too violative of individual and departmental academic autonomy. Since accreditation involves a 'yes' or 'No' to the institution as a whole, no matter how complex it is, affiliating universities will themselves not be eligible for candidature until they have divested themselves of these colleges at least to the extent of semi-autonomy.

Since, within five years of the setting up of the Accreditation Council, only accredited institutions will be eligible for central funds, the goal of autonomy (or semi-autonomy) is envisioned for all colleges by then.

Some of the conditions for the granting of autonomous status by the UGC will be similar to the conditions for the granting of candidature by the Accreditation Council. Nevertheless, these conferments by two distinct bodies should be kept distinct.

- lx) There are a variety of causes which will keep an institution from accreditation, and the appropriate response of the concerned authority will vary accordingly. In most cases what is called for will be a matter of reorganisation and some additional finances, but not very substantial expansion of faculty and facilities. But some present institutions are simply too small to be able to offer a satisfactory educational programme particularly in light of the claims of general education. In such cases, consolidation with other institutions would be called for.
- x) An emphasis on general education will be a primary concern of the accreditation system and will be enforced as a requirement of candidature. There is no other way to realize a large number of the curricular goals enunciated in the National Policy on Education 1986. Every university/college must make the student aware of the range of human knowledge, it must increase the student's capacity for the organisation and expression of thought, it should provide an opportunity for the development of basic learning skills and foundations necessary for success in mastering advanced specialised subjects matter, it should develop within students the capabilities of forming independent judgement, weighing values, and understanding fundamental theory and it should encourage the pursuit of lifelong learning.

The value of elective courses, within the field of specialisation but more especially outside of it, should be emphasized, as this is the primary foundation of interdisciplinary study, which the new educational policy is committed to. It will also give new life to some of the fields of study that few would like to specialize in but many would like to study, which are presently wasting away.

The mode of implementing general education, whether through distribution requirements, foundation courses or some other modality, will be left upto the institution.

The system of credits and internal evaluation (not necessarily examination based) modularity of courses of study, and admission to the university/college as a whole rather than to a department, will be included in the requirements of candidature.

linkages:

The Association of accredited institutions of higher education can exert a positive influence on the standards of secondary education, through recognition of the certificates of various boards. They can also recognise independent schools, and help them to establish an accrediting Association of Secondary Schools with strong linkages to the higher education Association.

Professional institutions should be brought under the scope of institutional accreditation through the aegis of the proposed National Apex Body for Higher

Education. Institutional accreditation should be made a pre-requisite to professional accreditation.

- iii) In assessing the educational effectiveness of an institution, evaluators will want to have some concrete measure of educational outcomes. For this the development of the National Testing Service, providing objective and up-to-date certification in a wide variety of subjects, will be extremely helpful.

G:7 Financial Implications:

The financial (and political) implications of bringing most of the nations institutions of higher education upto the level necessary for accreditation must be squarely faced. Even though implementation of accreditation is in itself bound to improve the cost-benefit ratio, effective education cannot possibly come so cheaply as what is now prevalent.

G:8 Recommendations:

It has been recommended that the report should be widely circulated in the academic community for a full scale discussion on the idea of an Accreditation and Assessment Council.

II: ADVANTAGES OF INDIAN COUNCIL OF ACCREDITATION FOR
LISE (ICALISE) OVER ASSESSMENT AND ACCREDITATION
COUNCIL (ACC) OF UGC

Indian Council of Accreditation for
Library and Information Science
Education (ICALISE)

Assessment and Accreditation
Council (AAC)

Scope for
Leadership.

1. The ICALISE can play active role as an accrediting agency in the field of library and information science education as it has to solely deal with only one profession i.e. librarianship.

1. The AAC has much broader scope and it has to deal with the whole institutional programmes offered and with the result library and information science education may not get the due attention.

Role

2. ICALISE is expected to play its role like that of Indian Medical Council, Bar Council of India and All India Council for Technical Education which are considered as the best accrediting agencies in their respective fields such as medicine, law and technical and engineering education.

2. It will be the bundle of all subjects and making the justice with the none of the subjects. It will just like jack of all trades but master of none.

Implementation 3. It is an new venture and is bound to grow if nurtured properly and provided due support.

3. It is still on the paper for the last several years and no fruitful results have taken place so far.

Institutional Support

4. Majority of the libraries, library schools and library professionals are interested to create ICALISE on the analogy of other accrediting agencies of professional courses. Thus, it is easier to form the ICALISE. All professionals are ready to co-operate voluntarily with the ICALISE in order to maintain the standards of library science education as has been observed and analysed from questionnaire.

4. It is just like too many cooks spoil the broth. People are only talking about it but no concrete results have been shown despite almost one decade of efforts put in this direction. If the UGC did not do anything for the last four decades for maintaining the standards, how one should expect that AAC will perform the job of Accreditation in a better way. UGC was already having the powers to act as an Accrediting agency and despite that it has not done anything so far.

Autonomy

5. It will act as an independent and autonomous body, free from political, academic community pressures and chosen few manning various committees of ICALISE.

5. The AAC is in every sense of the word the child of the UGC. There will be the connection between the UGC and the AAC i.e. the secretary of the UGC who will be a member of the Council in his ex-officio capacity. It can lead to a conflict between UGC and AAC at certain occasions.

Certification of the products

6. It has to only accredit the library schools and only those products coming out from the different schools will be given the employment whose schools have been accredited by the ICALISE like that of American Library Association (USA) and Library Association (UK). It will not provide any grants for maintaining the standards but will only certify the schools for upholding the laid down standards.

6. The UGC has been able to exist by doing half the job i.e. giving out grants. It did not do the other half through its original mandate was to give grants so as to co-ordinate and determine the standards. UGC has shifted its unsolved problem of Accreditation to AAC. When the problem is defined, it is half solved. We do not expect that AAC will be able to define/solve the problem of Accreditation.

Area Coverage

7. From the moment it starts its work of Accreditation, it will cover all the central and state universities, colleges, polytechnics conducting library and information science programmes through out the country.

7. In case AAC starts its work of Accreditation, it would begin its assessment with the accreditation of deemed universities, autonomous colleges and a few central universities in the first phase. Thus ignoring the majority of the universities where library and information science programmes are conducted and also polytechnics.

Visiting Team

8. The visiting/inspection team will perform the following tasks:
a) Hold conference with members of the faculty, students and authorities;

8. The visiting/inspection team would visit the institution only to see if the self-assessment was accurate and something related to it.

- b) Observation of physical facilities and technical resources, available in schools of LIS;
- c) Visit to classes and observe methods of instruction;
- d) Examination of performance of different areas of work;
- e) Holding meeting with alumni and non-teaching staff to understand their problems;
- f) Observation of Academic contribution.

Grading/Ranking

9. It will have grading/ranking system of the institutions as suggested.

9. There is no provisioning for grading/ranking.

Voluntarily
Co-operation

10. Institutions conducting library and information science programmes are willing to come forward voluntarily under the domain of ICALISE as culled out from the replies of questionnaire.

10. Its existence depends upon whether the institutions come forward to accredit and assess themselves since it is an entirely voluntary process.

Future

11. It has bright future to achieve its objectives being a collective effort in right direction.

11. It might end up like existing role of the UGC - without teeth.

Relevancy

12. It is relevant for the library profession in the modern sense of the term and scope of the training programmes.

12. It will not find support from the professional courses. As it has already been stated in it that all higher educational institutions except medical, engineering, law and dental colleges would come under its purview. We should expect the same treatment for librarianship as it has given to the medical, law and engineering, being a professional course like others.

Office

13. Its office may be located centrally i.e. Delhi with its zonal sub-office at Bombay, Calcutta, Madras and Bangalore.

13. Its office is located out of reach i.e. Bangalore.

Representatives

14. The representatives at ICALISE would be represented by all the established library associations, library professionals, library schools from all the regions of the country. In addition it would be represented by university Grants Commission and Association of Indian universities.

14. Librarianship will not get any chance to represent at AWC. It would be represented by All India Council for Technical Education Central and State universities, senior academicians and educational administrators as mentioned in its programme.

H:1 Outcome of Comparision

From the above comparision, we can say that ICALISE is the only accrediting agency which can take full care of maintaining the standards of library and information science education. The Parliament has to pass the Act to establish the Indian Council for Accreditation of Library and Information Science Education (ICALISE) on the analogy of Indian Medical Council Act, Bar Council of India Act and All India Council for Technical Education.

Recognition of library and information science qualifications is a necessity in order to prevent the quacks and insufficiently trained persons from practising librarianship. Since librarianship is considered as an prestigious profession, governments of various countries like USA and UK feel the necessity of safeguarding the readers/scholars community by controlling library education. It is expected that the government of India, which has not yet cared to legislate for the provision and co-ordination of proper national library services, will now show must interest in creating the ICALISE.

H: STANDARDS LIKELY TO BE MAINTAINED FOR
ACCREDITATION FOR LIBRARY AND INFORMA-
TION SCIENCE EDUCATION BY ICALISE

Important aspects which needs to be included in setting up the standards for ICALISE are as under:

- 1) The accrediting agency should appoint an Expert Committee to formulate and establish the standards;
- 2) These standards may be reviewed every five years;
- 3) There shall be common basis standards for university and open university courses;
- 4) As regards general norms they should be as under:
 - a) All the democratic rights of the individual in respect of (i) Age; (ii) Sex; (iii) Race; (iv) Religion; (v) Region; (vi) Language etc.(vii) in selection admission, appointment, promotion pay, etc. be protected;
 - b) Standards laid down by UGC for running courses be followed.
- 5) The standards for objectives be set up taking into consideration that:
 - a) They are in consonance with general principles of library and information science at national level while keeping international standards in view;
 - b) Their practicability and adaptibility at national level;

- c) Correlation exists between the objectives and the course content at national level;
 - d) They be of relevance to social needs of the country and of regions;
 - e) Changes in socio-economic and technological environment are taken care of.
- 6) While laying down standards for curriculum the following be taken into consideration:
- a) Methods of Teaching;
 - b) Relative stress on modern teaching techniques and introduction of Audio Visual aids and other electronic gadgets.
 - c) Subject coverage on uniform practice for all schools of LIS;
 - d) Revision of syllabus;
 - e) Response to current trends while revising syllabus;
 - f) Balance in theory and practice for core papers;
 - g) Internship/work-experience be included like other professional courses.
- 7) Standards for Faculty should include the followings:
- a) Full time staff;
 - b) Contributory part-time teachers;
 - c) Work load per teacher;
 - d) Qualifications and status for various posts be at par with corresponding posts as recommended by UGC from time to time;

- o) Specialisations as demanded by new environment and employment needs;
 - f) Research degree or research experience;
 - g) Background of a teacher (Basis degree, library experience, etc.);
 - h) Additional degrees, qualifications etc.
 - i) Publications;
 - j) Administrative work;
 - k) Co-curricular and extra curricular activities;
 - l) Teaching techniques and methods;
 - m) Positions in professional bodies.
- 8) As regards standards for students the following points be included:
- a) Admission Requirements should be uniform with other post-graduate courses;
 - b) Admission be made through entrance test;
 - c) Reservation be made as per Govt. orders;
 - d) Facilities for the students should comprise of:
 - i) Library and bookgrants;
 - ii) Laboratories and workshops;
 - iii) Classroom;
 - iv) Common rooms;
 - v) Educational tools;
 - vi) Guidance, counselling, placement;
 - vii) Other contingent grants be provided by University/Govt.

- 9) As far as Governance, Administration and Financial support are concerned, it should include:
- a) Head of LIS school should be a full time person;
 - b) Head be selected/or rotated amongst senior members of the faculty who shall be of the same status;
 - c) Autonomy should be encouraged;
 - d) Adequate supporting staff be provided;
 - e) Powers and duties of the head be as per university practice;
 - f) The head be given necessary financial powers;
 - g) Necessary support for research be provided;
 - h) Provision for conduct and attending of seminars, workshops, conferences be made;
 - i) Publication grants for printing of school journal and research papers;
 - j) Salary and pay scales be as recommended by UGC as for all other subjects;
- 10) Following physical facilities for staff need to be provided:
- a) Independent building (if possible);
 - b) Library and workshop;
 - c) Rooms for every staff member, seminar rooms, workshops room, conference halls;
 - d) Adequate furniture, fitting etc;
 - e) Reprographic facilities;
 - f) Facilities for having automation, computer and joining of networking programme and on-line facilities at national level;
 - g) Facility for joining various national on-line programmes at international level which means provision of terminals, close circuit TV. Settalite

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A P P E N D I X I

LIST OF LIBRARY AND INFORMATION SCIENCE

SCHOOLS IN INDIA ARRANGED STATEWISE

APPENDIXLIST OF LIBRARY AND INFORMATION SCIENCESCHOOLS IN INDIA ARRANGED STATEWISE ALPHABATICALLY:ANDAMAN AND NICOBAR

1. Directorate of Education, Andaman and Nicobar
(under the Pondichery Central University)

ANDHRA PRADESH

1. A.P. Open University, Hyderabad
2. Academy of Library Science and Documentation,
Hyderabad
3. Andhra Pradesh Library Association Vijayawada
4. Andhra University, Waltair
5. Central Institute of Library Science, Hyderabad
6. Dr. B.R. Ambedkar University
7. Kakatiya University, Warangal
8. Osmania University, Hyderabad
9. Sri Krishnadevaraya University, Anantpur
10. Sri Venkateshwara University, Tirupati

ASSAM

1. Gauhati University, Gauhati
2. North Eastern Hill University, Shillong

BIHAR

1. Bhagalpur University, Bhagalpur
2. Coalfield Library Association, Dhanbad
3. Lalit Narayan Mithila University, Darbhanga
4. Library Science Training College, Basantpur (Muzafarpur)
5. Sanjay Memorial Institute of Technology, College
of Library and Information Science, Ankuspur
6. University of Patna, Patna

CHANDIGARH (U.T)

1. Govt. Polytechnic for Women
2. Punjab University, Chandigarh

DELHI

1. Delhi Library Association, Delhi
2. Indian National Scientific Documentation Centre, Delhi
3. Indira Gandhi National Open University, New Delhi
4. Jamia Millia Islamia, Delhi
5. National Soc. Sc. Documentation Centre, New Delhi
6. University of Delhi,
7. Women's Polytechnic, Delhi

GUJARAT

1. Bhavnagar University, Bhavnagar
2. Gujarat University, Ahmedabad
3. Maharaja Sayajirao University of Baroda, Baroda
4. Sardar Patel University Vallabh Vidyanagar
5. Saurashtra University, Rajkot
6. South Gujarat University, Surat

HARYANA

1. Govt. Polytechnic for Women, Ambala
2. Kurukshetra University, Kurukshetra
3. Mahant Phool Singh Kanya, Mahavidyalaya, Sonapat
4. Mahavidyalaya, Khanpur Kalan
5. Vaish Polytechnic, Rohtak

JAMMU AND KASHMIR

1. Directorate of Distance Education, University of Kashmir
2. University of Jammu, Jammu
3. University of Kashmir, Kashmir

KARNATAKA

1. Bangalore University, Bangalore
2. Documentation Research and Training Centre, Bangalore
3. Govt. Polytechnic for Women, Bangalore
4. Gulbarga University, Gulbarga
5. Karnataka University, Dharwad
6. Mangalore University, Mangalore
7. University of Mysore, Mysore

KERALA

1. Kerala Gandhasala Sangham
2. Kerala State Central Library
3. University of Calicut, Calicut
4. University Kerala, Trivandrum

MADHYA PRADESH

1. A.E.C. Training College and Centre, Panchmarhi
2. Awadesh Pratap Singh University, Rewa
3. Dr. H.S. Gaur University, Sagar
4. Govt. Girls Degree College Morar, (Gwalior)
5. Govt. T.R.S. College, Rewa
6. Guru Ghasidas University, Bilaspur

7. Jiwaji University, Gwalior
8. M.L.B Arts and Commerce College, Gwalior
9. Makhanlal Chaturvedi National University of Journalism, Bhopal
10. Rani Durgavati University, Jabalpur
11. Ravi Shanker University, Raipur
12. Vikram University, Ujjain

MAHARASHTRA

1. Amravati Nagar Wacnnalya, Amravati
2. Amrawati University, Vidarbha
3. G.S. Commerce College, Nagpur
4. H.P.T. Arts and R.Y.K Science College, Nasik
5. Marathwada University, Aurangabad
6. Nagpur University, Nagpur
7. Nutan Maratha Mahavidyalay, Jalgaon
8. Shivaji University, Kolhapur
9. Shrinati Nathibai Damodar Thacherrey Women's University, Bombay
10. Tilak Vidyapith, Pune
11. University of Bombay, Bombay
12. University of Poona, Pune

MANIPUR

1. University of Manipur, Imphal

MAGHALAYA

1. North Eastern Hill University Shillong

ORRISA

1. Berhampur University, Berhampur
2. College of Library and Information Science, Ankushpur
3. S.B. Women's College, Cuttack
4. S.K.D.A.V. Polytechnic for Women, Hourkela
5. Sambalpur University, Sambalpur
6. Sanjay Memorial Institute of Technology

PUNJAB

1. Directorate of Correspondance Courses, Punjab University, Patiala
2. Govt. Polytechnic for Women, Jalandhar
3. Guru Nanak Dev University, Amritsar
4. Punjabi University, Patiala

RAJASTHAN

1. Directorate of Correspondance Courses, University of Rajasthan, Jaipur
2. Mohan Lal Sukhadia University, Udaipur
3. University of Ajmeer, Ajmeer
4. University of Rajasthan, Jaipur

TAMIL NADU

1. Annamalai University, Annamalai Nagar
2. Bishop Herber College, Tiruchirapalli
3. Directorate of Correspondance Courses, University of Madras, Madras
4. Maduraj Kannraj University Madurai
5. Rangnathan Institute of Library & Information Science for Applied Research, University of Madras, Madras

UTTAR PRADESH

1. Agra University, Agra
2. Aligarh Muslim University, Aligarh
3. Benaras Hindu University, Varanasi
4. Dhartiya Shiksha Parishad Lucknow
5. Bundelkhand University, Jhansi
6. Isabella Thoburn College, Lucknow
7. Kashi Vidyapith, Varanasi
8. Sampurnanand Sanskrit University, Varanasi
9. University of Lucknow, Lucknow
10. Uttar Pradesh Library Association, Moradabad
11. Uttar Pradesh Library Association, Roorkee

WEST BENGAL

1. Bengal Library Association, Calcutta
2. Jadavpur University, Calcutta
3. Kalyani University
4. Rabindra Eharti University, Calcutta
5. University of Burdwan, Burdwan
6. University of Calcutta, Calcutta
7. Vidyasagar University, Midnapur

A P P E N D I X I I

LIST OF LIBRARY AND INFORMATION SCIENCE

SCHOOLS IN INDIA ARRANGED CITYWISE

LIST OF

A P P E N D I X

LIST OF LIBRARY AND INFORMATION SCIENCE SCHOOLS IN INDIA ARRANGED CITY-WISEALPHABETICALLY

<u>Name of City</u>	<u>Name of State</u>	<u>Name of University/ Institution/Association</u>	<u>Number of schools in City</u>
Agra University	U.P.	Agra University	one
Ahmedabad	Gujarat	Gujarat University	One
Ajmeer	Rajasthan	University of Ajmeer	One
Aligarh	U.P.	Aligar Muslim University	One
Amala City	Haryana	Govt. Polytechnic for Women	One
Amravati	Maharashtra	1. Amravati Nagar Machmalaya 2. Amravati University	Two
Amritsar	Punjab	Guru Nanak Dev University	One
Anantpur	A.P.	Sri Krishnadevaraya University	One
Annamalai Nagar	Tamil Nadu	Annamalai University	One
Aurangabad	Maharashtra	Marathwada University	One
Bangalore	Karnataka	1. Bangalore University 2. Documentation Research and Training Centre 3. Govt. Polytechnic for Women	Three
Baroda	Gujarat	Maharaja Sayajirao University of Baroda	One
Berhampur	Orissa	Berhampur University	One
Bhagalpur	Bihar	Bhagalpur University	One

Bhavnagar	Gujarat	Bhavnagar University	One
Bhopal	M.P.	Makhanlal Chaturvedi National University of Journalism	One
Bilaspur	M.P.	Guru Ghasidas University	One
Bombay	Maharashtra	SNDT Women's University University of Bombay	One
Brundaban	Bihar	SMIT College of Library and Information Science	One
Burdwan	West Bengal	University of Burdwan	One
Calcutta	West Bengal	1. Bengal Library Association 2. University of Calcutta 3. Jadavpur University 4. Babindra Bharati University	Four
Calicut	Kerala	University of Calicut	One
Chandigarh	Union Territory	1. Govt. Polytechnic for Women 2. Punjab University	Two
Cuttack	Orissa	S.B. Women's College	One
Darbhanga	Bihar	Lalit Narayan Mithila University	One
Delhi	Delhi	1. Delhi Library Association 2. Indian National Scientific Documentation Centre 3. Indira Gandhi National Open University 4. Jamia Millia Islamia 5. University of Delhi 6. Women's Polytechnic	Six

Uttar Pradesh	Bihar	Coalfield Library Association	One
Uttar Pradesh	Karnataka	Karnataka University	One
Uttar Pradesh	Assam	Gauhati University	One
Uttar Pradesh	Karnataka	Gulbarga University	One
Uttar Pradesh	M.P.	1. Govt. Girls Degree College Morar 2. Jiwaji University 3. MLR Arts and Commerce College, Lashkar	Three
Uttar Pradesh	A.P.	1. Academy of Library Science and Documentation 2. A.P. Open University 3. Central Institute of Library Science 4. Osmania University	Four
Uttar Pradesh	Manipur	University of Manipur	One
Uttar Pradesh	M.P.	Rani Durgavati University	One
Uttar Pradesh	Rajasthan	1. University of Rajasthan 2. Directorate of Correspondance Courses, University of Rajasthan	Two
Uttar Pradesh	Punjab	Govt. Polytechnic for Women	One
Uttar Pradesh	Maharashtra	Mtshn Marasha Mahavidyala	One
Uttar Pradesh	J & K	University of Jammu	One
Uttar Pradesh	U.P.	Bundelkhand University	One

Kharpur Kalan	Haryana	Mahant Phool Singh Kanya Maha Vidyalaya	One
Kolhapur	Maharashtra	Shivaji University	One
Kurukshetra	Haryana	Kurukshetra University	One
Lucknow	U.P.	1. Isabella Inbourn College 2. University of Lucknow	Two
Madras	Tamil Nadu	1. University of Madras 2. Directorate of Correspondence & Courses, University of Madras 3. Rangathan Institute of Libra- ry and Information Science for applied Research.	Three
Madurai	Tamil Nadu	Madurai Kamraj University	One
Mangalore	Karnataka	Mangalore University	One
Moradabad	U.P.	Uttar Pradesh Library Association	One
Maldnapur	West Bengal	Widya Sagar University	One
Mysore	Karnataka	University of Mysore	One
Nagpur	Maharashtra	1. Nagpur University 2. G.S. Commerce College	Two
Nasik	Maharashtra	IPI Arts and RWK Science College	One
Pachmarhi	M.P.	AEC Training College and Centre	One
Patlala	Punjab	1. Punjabi University 2. Directorate of Correspondence Courses, Punjabi University	Two

Patna	Bihar	University of Patna	One
Pune	Maharashtra	1. Tilak Vidyapeeth 2. University of Poona	Two
Rajpur	M.P.	Ravi Shankar University	One
Rajkot	Gujarat	Saurashtra University	One
Rewa	M.P.	1. Govt. TIS College 2. Awadesh Pratap Singh University	Two
Rohitak	Haryana	Veish Polytechnic	One
Roorkee	U.P.	Uttar Pradesh Library Association	One
Rourkela	Orissa	SDDAV Polytechnic for women	One
Sagar	M.P.	Doctor Hari Singh Gour University	One
Sambalpur	Orissa	Sambalpur University	One
Shillong	Meghalaya	North Eastern Hill University	One
Sonepat	Haryana	Mahant Phool Singh Kanyas. Mahavidyalaya	One
Srinagar	J & K	1. University of Kashmir 2. Deptt. of Distance Education University of Kashmir	Two
Surat	Gujarat	South Gujarat University	One
Thruchirappalli	Tamil Nadu	Bishop Herberd College	One

Tirupati	Kerala, P.	Sri Venkateswara University	One
Tiruvandrum	Kerala	University of Kerala	One
Udaipur	Rajasthan	Mohandlal Sukhadia University	One
Ujjain	M.P.	Vikram University	One
Varanasi	U.P.	1. Banaras Hindu University 2. Kashi Vidyapeeth 3. Sampurnanand Sanskrit University	Three
Vallabh Vidyanagar	Gujarat	Sardar Patel University	One
Vidarbha	Maharashtra	Amravati University	One
Vijayavada	A.P.	Andhra Pradesh Library Association	One
Waltair	A.P.	Andhra University	One
Warangal		Kakatiya University	One

APPENDIX III

QUESTIONNAIRE

Prof. M. L. Wali,
(Supervisor)
Head, Deptt. of Library
& Information Science,
Kashmir University,
Srinagar-190006.

Abdul Majid Baba
(Research Scholar)

To

Subject: Establishing Standards for Accreditation for Library and Information Science Courses in Indian Universities.

Sir/Madam,

As you are aware that great interest was expressed at the various conferences/seminars in the possibility of devising academic standards for the Indian Library and Information Science Training Programmes. The issue of standardisation of Library and Information Science education is hanging with the Academic authorities for several years without reaching any positive conclusion. Presently, the standardisation of Library Science education is burning issue among the Library and Information professionals; and professional institutions conducting Library Science programmes.

People in University Library profession have observed that the need for establishing the standards for accreditation at the national level was uppermost in the minds of the Library and Information Science professionals and academic community. Accordingly, this topic has been assigned to me for supplicating Ph.D. in Library Science under the guidance of Prof. M.L.Wali, Head, Deptt. of Library and Information Science. This topic demands to make survey of this vital academic problem in order to frame national standards for accreditation.

The main objectives of the study would be:

1. To frame the standards for accreditation and recognise the central agency which will perform the function of accrediting agency;

2. To have the quality control over the Library Science education;
3. To maintain the uniformity of all the Library Science institutions;
4. To have comparative analysis of various Library Schools for fixing uniform standards for accreditation.

In order to make this study a standard, uniform and consistent one, the information from your end is solicited. You are, therefore, requested to kindly co-operate in supplying the requisite information.

You will find enclosed herewith one set of questionnaire, which should be returned at the address given below at your earliest convenience. Self-addressed envelope duly stamped is also enclosed for mailing back of duly filled in questionnaire. Your valuable suggestions in addition to questionnaire will be most welcomed.

Thanking you in anticipation for sparing your valuable time and co-operation. It is hoped that, together, we can produce something of lasting value for our academic community and professional institutions for running training programmes leading to Ph.D.; M.Phil; M.Lib.Sc.; B.Lib.Sc.; C.Lib.Sc and other information science courses on a uniform, standard and consistent pattern.

With regards,

Yours sincerely,

Sd/-

(Abdul Majid Baba)
RESEARCH SCHOLAR
R/O Bul Bul Lanker, P.O. S.R.Gunj,
Srinagar-190002 (J&K)

353

Abdul Majid Baba
Bul Bul Lander
P. O. S.R. Gunj,
Srinagar (Kashmir)
190002.

To

_____.

Ref: My letter dated 13.10.1993 regarding "Establishing Standards for Accreditation For Library and Information Science Courses in Indian Universities".

Sir/M^{rs}dam,

I would like to invite your kind attention towards the letter cited above wherein I had enclosed one set of questionnaire alongwith self-addressed envelope duly stamped, I have yet to receive the questionnaire from your end. Once again I request your goodself to kindly supply the requisite information through the questionnaire as early as possible. Hope you will spare your few valuable minutes. Your co-operation is essential for producing something of lasting value for our profession.

Looking for an early reply.

With regards,

Yours sincerely,

Sd/-

(Abdul Majid Baba)

QUESTIONNAIRE

ESTABLISHING STANDARDS FOR ACCREDITATION FOR
LIBRARY AND INFORMATION SCIENCE COURSES IN
INDIAN UNIVERSITIES

The questions in the questionnaire may please be answered by recording information in the space provided for the purpose. Please put a tick mark () in case of 'Yes' and a cross () in case of 'No' wherever necessary.

A: GENERAL INFORMATION

1. Name of the Institution _____
2. Name of the Department _____
3. Year of establishment (Department) _____
4. Faculty to which attached _____

B: FACULTY

1. Number of Full-time Faculty members _____
 - Professor/s (P) _____
 - Readers/s (R) _____
 - Lecturer/s (L) _____

2. Number of Part-time Faculty members _____
 Visiting Fellow/s (VF) _____
 Professor/s (P) _____
 Reader/s (R) _____
 Lecturer/s (R) _____

(If some other designations are followed in place of Professor, Reader and Lecturer, please mention)

3. Full-Time Head: Yes / No
4. University Librarian is heading the Department: Yes/No
5. Number of publication/s published during last academic year by the Faculty member/s _____
6. Number of international, national and state level award/s won by faculty member/s (Please mention the name/s of faculty member/s and also name/s of awards)

7. Is there any faculty member/s as office bearer of of any professional organisation/s at international/national/state level: Yes / No.

If yes' please mention the post/s and name/s of organisations: _____

8. Number of Faculty member/s holding research degree/s in Library Science: _____
 Ph.D. _____
 M. Phil. _____

9. Number of research project/s assigned by the various agencies such as UGC/CSIR/ICMR/ICSSR etc. to the faculty: _____

1) Please mention the name/s of completed project/s name/s of faculty member/s and name of agency:

11) Please mention the name/s of project/s which are under process, name/s of faculty members and name of agency: _____

10. Number of Faculty member/s approved as guides for:

Ph.D. _____

M. Phil. _____

M. Lib. Sc. _____

11. Number of assignment/s assigned by an outside agency as consultant or visiting Fellow to faculty member/s (please mention the assignment/s with name/s of teacher/s)

12. Pay scales of Faculty members: Usc/State
(Please tick mark)

If state scales, please mention the scales for each post: _____

C: COURSES CONDUCTING

- | | |
|-----------------------|------------------|
| 1. Ph. D. | Yes / No |
| 2. M. Phil. | Yes / No |
| 3. M. Lib. Sc. | Yes / No |
| 4. B.Lib.Sc. | Yes / No |
| 5. G. Lib. Sc. | Yes / No |
| 6. Any other course/s | (please mention) |

D: PRESENT ENROLLMENT OF RESEARCH

SCHOLARS / STUDENTS

1. Number of Ph. D. Scholars _____
2. Number of M. Phil. Scholars _____
3. Number of M. Lib. Students _____

4. Number of B.Lib Students _____
5. Number of C.Lib Students _____
6. Any other (please mention) _____

E: MINIMUM ADMISSION REQUIREMENTS FOR:

1. Ph. D. _____
2. M. Phil _____
3. M. Lib. _____
4. B. Lib. _____
5. C. Lib. _____
6. Any other (please mention) _____

F: YEAR OF STARTING

1. Ph. D. _____
2. M. Phil _____
3. M. Lib. _____
4. B.Lib. _____
5. C. Lib. _____
6. Any other (please mention) _____

G: DURATION OF THE COURSE

(Please mention also whether full-time or part time)

1. Ph. D. _____
2. M. Phil. _____
3. M. Lib. _____
4. B. Lib. _____
5. C Lib. _____
6. Any other (Please mention) _____

III NOMENCLATURE OF DEGREES

(Please tick mark)

1. Ph. D. / Doctorate
2. M. Phil / Pre-Doctorate
3. M. Lib.Sc. / M. Lib. I. Sc.
4. B. Lib.Sc. / B. Lib.I. Sc.
5. C. Lib. Sc. / C. Lib. I. Sc.
6. Any other (please mention)

(If the nomenclature is different, please indicate against that)

II: STARTING OF ACADEMIC SESSION

(Please mention the month in which session starts)

1. Ph. D. _____
2. M. Phil. _____
3. M. Lib. _____
4. B. Lib. _____
5. C. Lib. _____
6. Any other (please mention) _____

J: BREAK UP OF SEATS

	Freshers	Inservice	SC/ST	Any other (please mention)
1. Ph. D.	_____	_____	_____	_____
2. M. Phil	_____	_____	_____	_____
3. B. Lib.	_____	_____	_____	_____
4. B. Lib.	_____	_____	_____	_____
5. C. Lib.	_____	_____	_____	_____
6. Any other (please mention)	_____	_____	_____	_____

K: ANNUAL TUITION / REGISTRATION FEE
AND OTHER FEE

	<u>Tuition/Registration Fee</u>	<u>Examination Fee</u>
1. Ph. D.	_____	_____
2. M. Phil.	_____	_____
3. M. Lib.	_____	_____
4. B.Lib.	_____	_____
5. Cl Lib.	_____	_____
6. Any other	_____	_____

L: CURRICULUM

1. Revision of the curriculum takes place after :
Every year / Two years / Three years / Five years
(please tick mark)
2. There is provision for :

Tours and Visits:	Yes / No
Practical hours:	Yes / No
Orientation Programmes:	Yes / No
Internships:	Yes / No
Any other provision	Please mention.
3. Please mention the compulsory and optional papers offered at different levels:

<u>M. Phil</u>		<u>M. Lib.</u>		<u>B. Lib.</u>	
<u>Compulsory</u>	<u>Optional</u>	<u>Compulsory</u>	<u>Optional</u>	<u>Compulsory</u>	<u>Opt.</u>
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.

<u>Of Lib.</u>		<u>Any Other Course</u>	
<u>Compulsory</u>	<u>Optional</u>	<u>Compulsory</u>	<u>Optional</u>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.		7.	
8.		8.	

If you have semester system, please mention against each paper the semester in which the paper is taught, e.g. Ist. S; II. S and so on.

M COVERAGE

- Department has powers to make purchases of:

Books and Periodicals:	Yes / No
Printing and Stationery items:	Yes / No
Furniture:	Yes / No
- Department possesses the supporting staff like:

Departmental Librarian:	Yes / No
Junior Library Asstt.	Yes / No
Library clerk	Yes / No
Library Bearer	Yes / No
Section Officer	Yes / No
Assistant	Yes / No
Stenographer	Yes / No
Peon	Yes / No
Sweeper	Yes / No
(Any other (please mention))	

In case of 'Yes' please mention also the number of posts against each category.

3. Department has departmental Committee: Yes / No
4. Students participation is in the departmental committee: Yes / No

RE FINANCIAL MATTERS

1. Grants for the purchase of books and periodicals are: (Fairly sufficient/Moderate/Insufficient - please tick)
2. There is regular grant for furniture/equipment/repairs: Yes/No
3. Contingencies: (Fairly sufficient/insufficient)
4. Travel/Tour grants available: Yes / No
5. Research/publication grants available: Yes / No

ON PHYSICAL RESOURCES

1. Department has separate building: Yes / No
2. Department has separate accommodation for:
 - a) Separate room for each teacher: Yes / No
 - b) Conference room: Yes / No
 - c) Lectur halls (one for each class): Yes / No
 - d) Library-cum-reading room: Yes / No
 - e) A.V. Room: Yes / No
 - f) Common room: Yes / No
 - g) Office room: Yes / No
 - h) Computer Room: Yes / No
 - i) Store room: Yes / No
 - j) Any other accommodation (please mention)

P1 EQUIPMENTS

1. Mention the various equipments possessed by the Department:

- a) Office equipment/s
- b) Class room equipment/s
- c) Laboratory equipment/s
- d) A.V. Aids;
- e) Data processing equipment/s
- f) Photo duplicating equipment/s
- g) Any other equipment (please mention)

Q1 LIBRARY

1. Number of books (please tick)

- a) 5000 or more volumes;
- b) 3000 - 5000 volumes;
- c) 2000 - 3000 volumes;
- d) Less than 1000 volumes;
- e) No separate library.

2. Number of Library science periodicals subscribing: (please tick)

- a) More than 50
- b) 40 - 50
- c) 20 - 30
- d) 10 - 20
- e) 5 - 10
- f) Less than 5
- g) No periodical.

R1 CALENDAR

1. Working days per year (please tick)

- a) Above 200
 b) 180 - 200
 c) 150 - 180
 d) Less than 150.
2. Working hours per day (please tick)
- a) More than 6 hours
 b) 4- 6 hours
 c) 3 to 4 hours
 d) Less than 3 hours.
3. Timings of the :
- a) University/Institution: From _____ to _____
 b) Department: From _____ to _____
 c) Departmental Library: From _____ to _____

DISTINCTIVE ASSESSMENT

1. Examination system: Annual / Semester
2. Medium of instruction/Examination: English/Hindi/Regional language
 (please mention the name of Regional language _____)
3. Educational trip/tour is compulsory for: M.Phil Yes / No
 B.Lib. Yes / No
4. Assessment is based on: (please tick)

	<u>Written Examination</u>	<u>Project</u>	<u>Term papers</u>
M.Phil	_____	_____	_____
M.Lib.	_____	_____	_____
B.Lib.	_____	_____	_____
C.Lib.	_____	_____	_____
Any other course	_____	_____	_____

5. Please indicate the teaching methods used for the various courses (please tick)

	<u>Class room teaching</u>	<u>Assign- ments</u>	<u>Practi- cals</u>	<u>Discussion</u>	<u>Any other</u>
M.Phil:	_____	_____	_____	_____	_____
M.Lib.	_____	_____	_____	_____	_____
B.Lib:	_____	_____	_____	_____	_____
C.Lib.	_____	_____	_____	_____	_____
Any other Course	_____	_____	_____	_____	_____

6. Please mention the percentage of attendance required for taking the final Examination for the following courses:

M.Phil:	%	M. Lib:	%
B.Lib.	%	C.Lib.	%
Any other Courses:			

7. Please mention the %age of marks allotted to internal assessment:

M.Phil	%	M.Lib.	%
B.Lib.	%	C.Lib.	%
Any other			

8. Please mention the %age of marks required to pass each paper and the percentage in aggregate:

	<u>%age for each paper</u>	<u>%age in aggregate</u>
M.Phil	_____	_____
M.Lib.	_____	_____
B.Lib.	_____	_____
C.Lib.	_____	_____
Any other course:		

9. Number of chances given to failed students: _____
10. Please mention in brief the provision for failed/missing papers:

11. Any other speciality of your department (please mention)

7. ACCREDITATION

(Please give your valuable suggestions for the following questions)

1. Is accreditation necessary for library and information science courses in India? Are there any other alternatives without resorting to accreditation?

2. If accreditation is necessary, which is the most appropriate agency and what should be period of accreditation?

3. How should the departments/institutions to be accredited/ to be approached by the accrediting agency?

4. How should the agency be approached by the department/ institution to be accredited?

5. If any library science department is not upto the mark and is not following the standards for accreditation, what is your opinion whether:
 a) to wind up the department;
 b) to improve the standards;
 c) to be disaccredited by the accrediting agency.

Any other information or comments you wish to add,
please give it below:

Signature

Dated:

HEAD OF THE DEPARTMENT

Space for any other information or comment:

A P P E N D I X I V

LETTERS OF ENCOURAGEMENT AND
VALUABLE SUGGESTIONS



Phones : (Office : 76972-74
(Extn. : 54

DEPARTMENT OF LIBRARY & INFORMATION SCIENCE
THE UNIVERSITY OF KASHMIR

367

HAZRATBAL.
SRINAGAR - 190 000,
KASHMIR (J&K) INDIA

NO: PL.D/LIS/93
Dated. 15. 04. 93

Head of the Department

Dr. Peggy Sullivan,
Executive Director,
American Library Association,
50 Huron Street,
Chicago, I L 60611,
U S A

Dear Dr. Sullivan,

I had a privilege to meet you last year during "Indo-US Seminar on Library Education " and IFLA Conference held at Delhi (India). We had a good time of exchanging the ideas regarding our profession.

Mr. Abdul Majid Baba, who also met you during the above cited occasions, is a doctoral student under my supervision at the university of Kashmir. He is now in the process of gathering data for his thesis entitled "Accreditation of Library and Information Science Courses on establishing standards for accreditation in Indian Universities.."

As per information given in meeting of IFLA conference at Delhi university, The American Library Association has framed fresh standards for accreditation entitled "standards for Accreditation,, 1992" which are to be implemented from the current year i.e 1993. In order to share relevant ideas from your accrediting system, I would like to request you to kindly send me a complete copy of "Standards for Accreditation 1992." We have already in our possession "Standards for accreditation 1972".

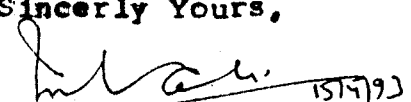
In addition we are also in need of the following relevant materials;-

1. "Manual of procedures for Evaluation ^{of} visits".
2. The self -study ; A guide to the process and to the preparation of a Report for the committee on Accreditation of the American Library Association".
3. Systems/criteria against which you measure the quality of library schools(if any)

We solicit your cooperation and expect that the relevant information and material may kindly be sent under cover by name.

Thanking you in anticipation.

Sincerely Yours,


(Professor, M. I. Wali)
Head,
I/c Dean Faculty of Arts,

CC:

Abdul Majid Baba,
Bul Bul Lanker,
P/o S.R. Gunj Srinagar,
Kashmir - 190002(J&K)
I N D I A.

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Phones : (Office : 72231, 6971, 6972
(Extn. : 54

DEPARTMENT OF LIBRARY & INFORMATION SCIENCE
THE UNIVERSITY OF KASHMIR

HAZRATBAL,
SRINAGAR - 190 006.

No. P.2(LIS-MG)93.....

Dated :- 19- 06- 1993.....



Head of the Department

Dr. Peggy Sullivan,
Executive Director,
American Library Association,
50 Huron Street,
Chicago, IL 60611,
U S A

Dear Dr. Sullivan,

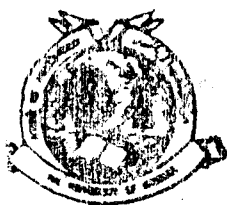
Kindly refer to my letter No. PL.D/LIS/93 dated. 15.04.93 (Copy enclosed) wherein I had desired information regarding your Accrediting system. Hope you might have received the same. Despite lapse of more than two months, I have not received desired information from your side. I would like to request you again to kindly send the requisite information at your earliest.

Thanks,

Sincerely Yours,

M. L. Wali
19/6/93

(Prof. M. L. Wali)
Head of the Deptt.



Head of the Department

DEPARTMENT OF LIBRARY & INFORMATION SCIENCE
THE UNIVERSITY OF KASHMIR

Phones : (Office : 76972-74
(Extn. : 54

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HAZRATBAL.
SRINAGAR - 190 000,
KASHMIR (J&K)-INDIA

NO:

Dated. 15. 04. 93

The Education Secretary,
The Library Association,
7- Ridgmount Street,
London,
W C I E 7AE.

Dear Education Secretary,
(The Library Association)

Mr. Abdul Majid Baba is a doctoral student under my supervision at the University of Kashmir. He is now in the process of gathering data for his thesis entitled "Accreditation of Library and Information Science Courses on establishing standards for accreditation in Indian Universities."

Some accreditation system ~~is~~ also exists ~~in~~ in United Kingdom but not under any particular distinctive title. The library Association ~~maintains~~ maintains a register of 'charactered librarians' which is coveted qualification in the library profession in the U.K. and a mark of proficiency or the employers. The library association may refuse to grant equivalence to other qualifications and may not admit them into the register if it considers that degrees granted by certain Universities / polytechnics or the council for National Academic Awards (CNAA) degrees are not equivalent to its own standards. We would like to know and have a copy of these standards. We would also like to know your present accrediting criteria towards the library and information studies education. Further, please intimate me the accrediting role of CNAA towards the library and information studies education also the full address of CNAA.

We ~~urge~~ urge you to extend your Co-Operation and send us the relevant information under cover by name.

Please accept my thanks for your consideration.

Sincerely Yours,


(Professor. M. L. Wali)

Head,
I/C Dean Faculty of Arts,

CC:

Abdul Majid Baba,
Bul Bul Lanker,
P/O S.R. Gunj Srinagar,
Kashmir- 190002 (J&K)
I N D I A.



BANGALORE UNIVERSITY

Phone : 366036 Extn 279

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Dr. P.SADASIVAMURTHY
Chairman

Department of Library &
Information Science
Jnana Bharathi
Bangalore-560 056

No.DLISc./ 507 /93-94

Date : 28-12-1993

My Dear Abdul Majid Baba,

Please find here in enclosed the duly filled in questionnaire. Also I am enclosing herewith the syllabus copies of B.L.I.Sc., and M.L.I.Sc., Courses of this University which may be of some help to you.

Wish you good luck in your research work.

The receipt of this letter may kindly be acknowledged.

Thanking you with regards,

Yours sincerely,

P. Sadasivamurthy
(P.SADASIVAMURTHY)

CHAIRMAN

Encls:- As above.

TO:

Shri Abdul Majid Baba,
Bul Bul Lanker,
P.O. S.R. Gunj, Srinagar
KASHMIR - 190 002 (J & K)

Department of Library & Information Science
Jnana Bharathi
BANGALORE-560 056.



58

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Office 25993
Telephone :
Resi. 21059

Kamta Prasad Guru Bhasha-Bharati, Jabalpur

[Affiliated to the Rani Durgawati University, Jabalpur and
recognised by the M. P. Govt. and the U. G. C.]

Institute of Advanced Studies & Research in Indian and Foreign Languages, Library Science and
Social Sciences, Wright Town, Jabalpur-482002

Dr. Ram Shanker Mishra
Director

No. K. B. B. 193/32/1137
Date 1-11-93

To,

Shri Abdul Majid Baba,
Bul Bul Lanker.
P.O.S.R.Gunj.
Srinagar. Kashmir. PIN. 190 002.
India.

Subject:- Establishing standards for accreditation
for Library and Information Science Courses
in Indian Universities.

Reference:-Your letter dated the 13th. October 1993.

.....

Dear Shri A.Majid Baba,

With reference to the subject referred to above
relevant information under the prescribed heads duly
signed by Smt. Mamta Chopra, the head of Library and
Information Science Department, is enclosed herewith
for perusal and needful action.

Thanking you,

Enclosure :- One
report of ten pages.

Yours faithfully.

R.S. Mishra
Director.

Kamta Prasad Guru Bhasha Bharati,
Jabalpur-2. M.P.

Telephone : 291879/Ext. 372
Extn. 28, 30

SHPT

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Hansraj Pragji Thackersey School of Library Science

1, Nathibai Thackersey Road,
Bombay-400 020.

/SHPT/4(b)/93-94/ 547

March 17th, 1994.

To
Mr. Abdul Majid Baba,
Bul Bul Lanker
P. O. S. R. Gunj
SRINAGAR
KASHMIR - 190 002.
(JAMMU & KASHMIR).

SUB. :: Your letter dated 13.10.1993 - regarding
"Establishing Standards For Accreditation
For Library and Information Science
Courses in Indian Universities".

Dear Sir,

We have received your letter dated 1.3.1994 on above subject.
We are very sorry to inform you that we have not received your
earlier letter dated 13.10.1993 along with the "Questionnaire".
Therefore, kindly send us the "Questionnaire", so that we can
furnish required informations. Meanwhile, please find enclosed
herewith a copy of B.L.I.Sc. & M.L.I.Sc. Prospectus of this College,
as desired.

Kindly acknowledge receipt.

Thanking you,

Yours faithfully,

Harsha Parekh

(Ms. Harsha Parekh).

University Librarian and Head,
SHPT School of Library Science.

Encl. :: 'B.L.I.Sc. & M.L.I.Sc. Prospectus.

(62)

From: 12494

SAMBALPUR UNIVERSITY
Postgraduate Department of
Lib.&Inf.Sc.Head of the Department
of Lib.&Inf.Sc.SAMBALPUR UNIVERSITY
JYOTI VIHAR
Sambalpur (Orissa)
Pin-768019No. 60 /Lib.&Inf.Sc. Dated the 2nd Feb'94.

To,

Mr. Abdul Majid Baba,
Bul Bul Lanker,
P/O, S.R. Gunj, Srinagar,
Kashmir-190002-India.Sub: Establishing standard for Accreditation
for Library and Information Science
Courses in Indian Universities - sending
the Questionnaire.

Ref: Your Letter dated Nil.

Sir,

With reference to the subject cited above,
I am enclosing herewith the required information
in original in the prescribed proforma for your
information and use.

Encl: As above in original.

Yours faithfully,

Leah 2.94
H.O.D. OF LIB. & INF. SC.

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University of Bombay



A. C. TIKEKAR

Professor and Head & University Librarian

DEPARTMENT OF LIBRARY SCIENCE
UNIVERSITY OF BOMBAY
Jawaharlal Nehru Library
Vidyanagari, Santacruz (East)
BOMBAY—400 008.

Phone : 6127026, 6120841 - 45 (Ext.) - 275

No. JNL/DLS/G. 1/94/HG76

26 MAR 1994

Mr. Abdul Majid Baba
R/o Bul Bul Lanker
P.O. S.R.Gunj Srinagar
Kashmir 190 002
(J & K)

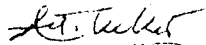
Dear Sir,

As requested by you in your letter of 1.3.94
I am sending herewith complimentary copies of
the prospectus of our M.Lib.Sc. and B.Lib.Sc.
courses, conducted in the University Department
of Library Science.

I hope you will find them useful.

With best wishes,

Yours sincerely,


A.C. Tikekar
Professor & Head,
Department of Library Science
University of Bombay.

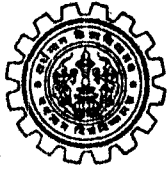
Encl: as above.

VPR/agl

P. BARUA

M. A., M. Lib. Sc., Ph. D. (Cal.)
Professor & Head
Department of Library and
Information Science

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375
THE UNIVERSITY OF BURDWAN
GOLAPBAG, BURDWAN 713 104
WEST BENGAL
Gram : BURDSITY
Phone : BDN. 2371-75, Extn. 84

Dear Mr. Baba.

I am enclosing herewith the questionnaire sent by you duly filled in. I hope that the information cited in the questionnaire will serve your purpose. If any further data or information in connection with your research topic is required please write to me. I am extremely sorry to respond you in time.
Wishing you a grand success

Yours Sincerely,

P. Barua

20/12/93

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UNIVERSITY OF KERALA
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

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Phone: 78034



UNIVERSITY LIBRARY BUILDINGS
THIRUVANANTHAPURAM - 695 034

18/3/1994

Date.....

No. DLS/MISC - 445/94

From

THE READER & HEAD

To

Shri Abdul Majid Baba,
R/o Bul Bul Lanker,
P.O-S.R. Gunj,
Srinagar, Kashmir-190002.

Sub: Establishing standars for accreditation for
Library and Information Science courses in
Indian Universities - regarding:-

Sir,

I am in receipt of your letter dated 1st March 1994. Sorry to state that the original questionnaire forwarded by you is not seen received in this office. However I am enclosing herewith the prospectus of the BLISC and MLISC courses conducted by this Department as requested.

Thanking you,

Yours faithfully,

[Signature]
18/3/94
Reader and Head

Dr. K. S. RAGHAVAN
 PROFESSOR & HEAD,
 DEPT. OF LIBRARY & INFORMATION SCIENCE
 UNIVERSITY OF MADRAS,
 MADRAS-600 005.

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Madras
 March 21, '94

Dear Mr. Baba,

At the very outset I apologise for the delay in responding to your Q. I was busy; and frequently I had to go out of Madras and my office failed to bring it to my attention. I wish the letter & questionnaire had been addressed to me by name in which case it would have received my immediate attention. Be that all as it may, I do hope that the Q. filled in & sent with this meets your requirements. I wish you good luck in your thesis.

Please convey my regards to the colleagues in the Department.

I acknowledge the receipt of the letter & Q.

Best wishes

Sincerely
 K. S. Raghavan

S E L E C T E D B I B L I O G R A P H Y

S E L E C T E D B I B L I O G R A P H Y

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